REPORT RESUMES

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NEW APPROACHES TO COUNSELING GIRLS IN THE 1960'S, A REPORT OF THE MIDWEST REGIONAL PILOT CONFERENCE (UNIVERSITY OF CHICAGO, CENTER FOR CONTINUING EDUCATION, FEBRUARY 26-27, 1965).

BY- MURPHY, GLADYS

WOMENS BUREAU, WASHINGTON, D.C. (DEPT. OF LABOR)

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DESCRIPTORS- *VOCATIONAL COUNSELING, GUIDANCE COUNSELING, ROLE CONFLICT, *FEMALES, WORKSHOPS, STATUS, CAREER CHOICE, COUNSELORS,

THE CHANGES WHICH ARE TAKING PLACE IN THE LIVES OF WOMEN, THEIR RELATIONSHIP TO THE LABOR FORCE, AND THE GREAT NEED IN OUR NATION FOR THE FULL UTILIZATION OF BOTH MANPOWER AND WOMANPOWER ALL DICTATE THE NECESSITY FOR WISE AND SOUND VOCATIONAL COUNSELING. TO IMPLEMENT THIS CONCEPT, COUNSELING AND GUIDANCE PERSONNEL FROM SEVEN MIDWESTERN STATES, CHAIRMEN OF THE GOVERNORS' COMMISSIONS ON THE STATUS OF WOMEN FROM FIVE STATES AND REPRESENTATIVES FROM NATIONAL ORGANIZATIONS AND THE FEDERAL GOVERNMENT ATTENDED A CONFERENCE WHICH HAD AS SPECIFIC PURPOSES -- (1) TO DEVELOP MORE REALISTIC VOCATIONAL COUNSELING FOR GIRLS, (2) TO KEEP SCHOOL COUNSELORS UP-TO-DATE ON EMPLOYMENT OPPORTUNITIES FOR WOMEN AND CHANGES IN THE LABOR MARKET, AND (3) TO DEVELOP LEADERSHIP TO CARRY FORWARD STATE CONFERENCES. MAJOR SPEECHES WERE "FACING THE FACTS ABOUT WOMEN'S LIVES TODAY" BY MARY KEYSERLING, AND "COUNSELING TODAY'S GIRLS FOR TOMORROW'S WOMANHOOD" BY ESTHER WESTERVELT. WORKSHOP GROUPS DISCUSSED (1) THE EFFECT OF PARENTAL INFLUENCE, THE CURRICULUM, TEACHERS' ATTITUDES, AND "THE FEMININE ROLE", (2) THE INTEGRATION OF RESPONSIBILITIES, (3) THE PROBLEM OF ECONOMIC NEED, AND (4) THE RESTRICTION OF CAREER CHOICES AND THE COUNSELOR'S EFFECT ON CAREER CHOICE. A SYNTHESIS OF THE WORKSHOP REPORTS AND RECOMMENDATIONS FOR COUNSELORS, COUNSELOR-EDUCATION PROGRAMS, AND OTHER ORGANIZATIONS IS PRESENTED. ALSO INCLUDED ARE SUMMARY REPORTS OF THE GOVERNORS' COMMISSIONS ON THE STATUS OF WOMEN, IMPLICATIONS FOR THE FUTURE, AND GUIDELINES FOR REGIONAL CONFERENCES. THIS DOCUMENT IS ALSO AVAILABLE AS GPO L13.2--C83/2 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (FP)

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New Approaches to Counseling Girls in the 1960's

A Report of the
MIDWEST REGIONAL PILOT CONFERENCE

held at
University of Chicago
Center for Continuing Education

February 26–27, 1965

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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New Approaches to Counseling Girls in the 1960's

A Report of the MIDWEST REGIONAL PILOT CONFERENCE

Cosponsored by:

Women's Bureau
U.S. Department of Labor

Office of Education
U.S. Department of Health, Education, and Welfare

Held at
University of Chicago
Center for Continuing Education
February 26-27, 1965

FOREWORD AND ACKNOWLEDGMENTS

This first regional conference on the special aspects of vocational counseling of girls and women had its origin in the Report of the President's Commission on the Status of Women, *American Women*. This Commission, which was concerned with one central problem, that of enabling women to realize their fullest contribution to our society, made one of its major recommendations in the field of guidance and counseling:

> In a democracy offering broad and everchanging choices, where ultimate decisions are made by individuals, skilled counseling is an essential part of education. Public and private agencies should join in strengthening counseling resources. States and school districts should raise their standards for State employment service counselors and school guidance counselors. Institutions offering counseling education should provide both course content and ample supervised experience in the counseling of females as well as males, adults as well as adolescents.

Following the acceptance of the Report, the Women's Bureau of the U.S. Department of Labor sought the cooperation of the Office of Education of the U.S. Department of Health, Education, and Welfare on a program of implementation of this recommendation. The response of the Office of Education was both prompt and warm. The first step was a jointly sponsored consultation in July 1964 with six State school directors of guidance and counseling. These guidance directors strongly recommended the holding of regional pilot conferences on new approaches to counseling girls and women, in light of the increased participation of women in the labor force and the tendency of young women to regard employment as merely a stopgap between school and marriage.

They described the functions of such a regional conference as:

> *To state the challenge:* To develop more realistic vocational counseling for girls—helping girls to understand and accept their dual role as homemakers and workers.

To keep school counselors up to date on employment opportunities for women and changes in the labor market.

To develop leadership to carry forward State conferences.

The consultation further recommended that the report of such a regional conference "should be written in such a form that it can be used as a working tool for the State conferences." That directive has determined the format of this Report of the first pilot conference on new approaches to counseling girls in the 1960's. We have let our skeleton show, so that other regional groups and State groups may have a suggested format for such conferences.

With the financial support of the Office of Manpower, Automation and Training, the first regional pilot conference was held at the Center for Continuing Education, University of Chicago, on February 26 and 27, 1965. Invited to the Conference were delegates from seven States: Arkansas, Illinois, Indiana, Kentucky, Michigan, Missouri, and Wisconsin. This "core" of the conference was to include from each of the States, the State school director of guidance and counseling; eight school counselors, selected from various types of communities; four State employment service counselors; two counselor-educators from each State university. (Because of severe blizzard conditions, not all of the State representatives were able to attend the conference.)

In addition, the chairmen of the Governors' Commissions on the Status of Women in the five States which had such commissions were invited. Representatives of such professional societies as the American Vocational Association and the American Personnel and Guidance Association attended the conference. Women's organizations and national youth-serving agencies, including the General Federation of Women's Clubs, the Girl Scouts, PTA's, YWCA, and 4-H Clubs, were represented by officials of their organizations. In addition, delegates from the Office of Manpower, Automation and Training; Bureau of Employment Security; Bureau of Labor Statistics; and Women's Bureau of the U.S. Department of Labor and the Office of Education of the U.S. Department of Health, Education, and Welfare participated in the conference.

In presenting this Report the Women's Bureau of the U.S. Department of Labor and the Office of Education of the U.S. Department of Health, Education, and Welfare acknowledge with special appreciation the contribution of the Office of Manpower, Automation and Training in providing not only the funding necessary for the conference, but also steady, continuing interest and insight. A special debt of gratitude is due our speaker, Dr. Esther M. Westervelt, Assistant Professor of Education, Teachers College, Columbia University, who generously contributed her services. To State directors of guidance who served as chairmen of the workshop groups, as well as the recorders of these workshops who so promptly prepared excellent reports, special thanks are due. We also acknowledge the special service rendered by Dr. Bettina Weary of the Office of Education who served as chairman of the conference and Miss Rose Terlin, of the Women's Bureau, who served as its administrative officer.

Finally, and in a special way, we acknowledge the contribution of Dr. Gladys Murphy who has prepared this conference Report. Dr. Murphy, Professor of Education, Siena College, Loudonville, N.Y., has, since the Conference took place, become the first woman Director of the Graduate Division of Siena College—and probably the only woman in the country to head the graduate division of a men's college.

It is our hope that this Report of the first pilot conference on the special aspects of counseling girls and women will give stimulus to many such conferences at the regional, State, and local levels. The changes that are taking place in the lives of women, their relationship to the labor force, and the great need in our Nation for the full utilization of both manpower and womanpower, all dictate the necessity for wise and sound vocational counseling related to the special life pattern of girls and women.

Mary Dublin Keyserling
Director, Women's Bureau

Frank L. Sievers
Director, Guidance and Counseling
Program Branch, Office of Education

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OPENING SESSION

Introduction and Welcoming Remarks

The meetings of the conference were chaired by Dr. Bettina Weary, Specialist, Occupational and Career Guidance Section, Office of Education, U.S. Department of Health, Education, and Welfare. Before introducing Dr. Camp who gave the welcoming address, she acknowleged with gratitude the grant from the Office of Manpower, Automation and Training that made the conference possible.

In welcoming the group, Dr. Camp* traced the development of the project and the cooperative efforts involved in its planning on the part of three Federal agencies: Office of Manpower, Automation and Training and the Women's Bureau of the U.S. Department of Labor; and the Office of Education of the U.S. Department of Health, Education, and Welfare. His presentation regarding the counseling of girls reflected instances of the wide divergence of feeling, attitudes, customs, and traditions involved in any discussion regarding the role of women in society. His examples were chosen to offer evidence of contrasting attitudes and beliefs, the inconsistences of practice, and the complexity of the problem.

He spoke of the barriers encountered by women seeking certain kinds of jobs, barriers created not only by men but often by women themselves. He mentioned some of these new research which is disproving many of the commonly held cliches, and spoke of the variety of roles that are available to women. He made a strong plea that those responsible for counseling girls examine current beliefs and attitudes, help promote among girls the idea that it is better to *be* or *do* than to *have*, and help make others aware of the need for recognition of changing life patterns.

Dr. Weary then introduced the principal speakers of the Conference: Mrs. Mary Dublin Keyserling and Dr. Esther Westervelt.

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*Dr. Dolph Camp, Chief, Occupational and Career Guidance Section, Office of Education, U.S. Department of Health, Education, and Welfare. B.A., Hendrix; M.A., George Peabody College for Teachers; Ed. D., Syracuse University. Dr. Camp has been teacher, principal, and superintendent of schools; visiting lecturer at George Peabody College for Teachers, Syracuse University, and Reading University in England; Director of Guidance Services of the State of Arkansas; and President of Southern State College, Arkansas.

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FACING THE FACTS ABOUT WOMEN'S LIVES TODAY

Mary Dublin Keyserling [*]
Director, Women's Bureau
U.S. Department of Labor

It is an especially great pleasure to extend my warmest words of welcome to each one of you. We have looked forward most eagerly to this occasion, which brings together this impressive group of leaders in the fields of counseling and of general education, representatives of our State Commissions on the Status of Women, of leading national organizations, and of agencies of Government—Federal and State. We are united by our important common interest in the enlargement of opportunities to all to realize their potentials and to contribute to the maximum of their capabilities. We want to see open to everyone the fullest opportunity for education and training, opportunity to find and use skill well, opportunity to live a rewarding life. Our special concern today is how, through more effective counseling we can help an ever-growing number of our young girls and women achieve these essential goals of a democratic society.

This is a most appropriate time for such a meeting as this. We find ourselves in a period of national reappraisal. In the briefest span of years we have seen mankind triumph over space and time and matter. We have harnessed the energy of the atom; we orbit the globe in hours; we are preparing for a landing on the moon; a rocket now is on its way to Mars. We have achieved spectacularly in the realm of what heretofore has been the impossible. We are now determined to face up to the challenge of our everyday problems with the same sense of urgency and commitment knowing that, if we do, we have the capacity here in the United States to provide a good life for all our people and in our time.

This is the essence of the President's messages spurring us on to further efforts to build the Great Society through the improvement of health, education, and housing, the lifting of living standards, the conquest of prejudice and insecurity, as well as many other means now being spelled out with vigor and clarity. All these programs are part of a single aim—the full, productive, and creative use of our Nation's resources.

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[*] B.A., Barnard College; graduate work at the London School of Economics, University of London. Mrs. Keyserling has been: Member of the Economics and Statistics faculty of Sarah Lawrence College; General Secretary of the National Consumers League for Fair Labor Standards; Associate Director of the Conference on Economic Progress; and Consulting Economist.

Our womanpower is one of our country's greatest resources. It is being used more fully and more creatively than ever before—in the home, in the community, and on the job. Yet those of us who work with women and are concerned with their education and training are all too aware that we are still a long way from satisfactory realization of women's potential contribution.

This was given clear recognition by the Commission on the Status of Women, appointed by President Kennedy, in its Report, *American Women*, presented to him nearly a year and a half ago. I am sure that most if not all of you have read this extremely constructive and challenging document. All those who played a part in this undertaking were keenly aware of the importance of the comprehensive review of women's changing role in our society, of the barriers still blocking equality of opportunity, of needs relating to so many aspects of American life. They knew the Commission's work would have a major impact, but few anticipated how much would soon be set in motion by it in the way of new gains on the national, State, and local levels. It was with some confidence that we wrote a few months ago, in a Progress Report summarizing the achievements won for women within a year after the Commission's report was issued:

> No year since passage of the Nineteenth Amendment in 1920 can be compared to the period October 1963 to October 1964, in terms of new opportunities offered to women.

The task so well started by the President's Commission has since been taken up at the State level by 39 Governors' Commissions on the Status of Women, and they are doing a remarkably good job. Literally thousands of people serving as members of the State commissions, as committee members, and as consultants are involved in factfinding, formulating recommendations, and drafting reports.

The work of State commissions in the fields of education and counseling, about which you will hear this evening, will have particularly far-reaching influence. It will do much to stimulate people throughout the country to face up far more realistically to the rapidly changing role of women and to the challenges this presents to all our educational institutions.

One of the most significant changes in the life of women is the increase in their average expectation of life. The girl baby born 50 years ago in the United States could expect, on the average, to live only a little more than 50 years. For the girl baby born today, the average expectation of life is close to 75 years. And the factors that have extended the average lifespan have reduced the incidence of disease and given women greater vitality for the fuller enjoyment of their added years.

Women are marrying young today, half of them before they are 20. More women marry now at 18 than at any other age. They bear their children younger; half of them have borne their last child by the time they are 30.

Technological advance has given women new freedom—simplifying the task of housekeeping, taking more and more chores out of the home, and leaving behind those that are easier to do.

By the time a large majority of women reach their midthirties, their children are launched at school and they can realistically anticipate at least another 30 or 35 years of active life which they will want filled with rewarding experience. Is it any wonder so many of them have been searching for new roles beyond the home?

Improvement in educational opportunities has equipped women for new and larger roles. Last year about a million girls graduated from high school—a number equivalent to 73 percent of our 17-year-old girls. The percentage of those who enjoy this educational advantage is more than 10 times larger than it was at the turn of the century. The number of women enrolled in college has risen at nearly the same rate—from 3 per 100 girls aged 18 to 21 years in 1900 to 30 per 100 in 1963.

We must see these changes, too, in their larger social and economic setting. Our living standards have improved more rapidly over the course of recent decades than at any time in history. Since the turn of the century, the standard of living of the average American family has tripled, measured in dollars of constant purchasing power, and it has more than doubled in the course of the past 30 years alone.

What is heartening is that our higher average living standards represent gains not just for those in the upper income ranges. Gains have been made all along the income line. In the mid-1930's about two-thirds of our families had incomes under $3,000 measured in dollars with today's purchasing power. Last year the proportion was down to less than one-fifth. We may rightly ask: "When have so many ever before made comparable gains in so short a period of time?"

This accomplishment hasn't just happened. It has resulted from greater mastery in science and in the application of new technology. Even more has it resulted as an expression of man's active concern for his fellow man—his search for ways to get at the root causes of poverty and to devise means for channeling economic resources in such a way as to lift those at the bottom while bettering the living standards of those in every walk of life. It is this search for economic achievement, guided by commitment to the tenets of democracy and by respect for freedom and individual dignity, that has brought about extraordinary and heartwarming rewards.

With these gains has come the enlargement of choice and of opportunity for more and more Americans. As expanding economy has provided jobs for ever increasing numbers. Approximately 74 million Americans are in the civilian labor force today, and 35 percent of them are women.

The number of women gainfully employed has almost doubled since before World War II. Of all women aged 18 to 64, 45 percent are now in jobs or actively seeking them. Over 32 million women—or about half of all women 14 years and over—worked at some time last year.

The woman at work today is nearly 10 years older, on the average, than was the woman at work 25 years ago. Only about one out of five women in the labor force has not married.

Before World War II, it was the younger and the unmarried woman who was most likely to seek gainful employment. Nearly half of all women aged 18 to 24 years were at work, but after marriage there was a rapid exodus from the labor force and the proportion of those with jobs diminished rapidly in each succeeding age group.

In 1940, by the time a woman reached the age of 45 to 54 years the chance of her being in the labor force was less than 1 out of 4.

Today's picture is very different. Despite the fact that the number of women in the labor force is now almost twice as large as in 1940, it is interesting to note that there has been very little increase in the number of younger women workers. The increase in the number of those aged 18 to 34 years at work has only kept pace with the growth of their number in the population. It is women in their middle years, whose family responsibilities have tapered off, who have been increasingly looking for jobs.

Between 1940 and 1964, the number of women aged 35 to 44 years in the labor force more than doubled; the number aged 45 to 54 years more than tripled; and the number aged 55 to 64 years has increased more than 3½ times.

Today the woman 45 to 54 years old is more than twice as likely to be in paid employment as she was before World War II. In fact, more than half of our women in this age bracket are in today's labor force. It is in this middle period of a woman's life that she is most likely to be at work.

The reasons why so many older married women are returning to work are varied. They may do so to help finance their children's education, to help purchase the family home, to improve financial security against old age. Some, of course, work for self-fulfillment, to use their skills, to make a contribution to society. And some return because of economic necessity. Five million widowed, separated, or divorced women are in the labor force. And of the married women who work, a quarter have husbands whose incomes are less than $3,000 a year; another quarter have husbands with incomes between $3,000 and $5,000 a year.

The higher the education of a woman, the more likely she is to be employed. Among those aged 18 to 64 years who have less than 8 years of schooling, 34 percent are in the labor force. The percentage rises to 38 percent for those who have finished grammar school, to 45 percent for those who have completed high school, to 58 percent for college graduates, and to 74 percent for those who have had 5 or more years of higher education.

It is quite extraordinary to see the extent to which education is now propelling women in their middle years into the labor force. Today, 53 percent of our high school graduates aged 45 to 54 years are in the labor force. Among those who have completed 4 years of college, 68 percent have jobs. Among women in this age bracket who have had the advantage of 5 or more years of higher education, 86 percent are gainfully employed and, interestingly enough, the percentage is even a little higher for those aged 55 to 64 years with this educational privilege. (We must recall, however, as we note these very high labor-force participation rates that, despite widening educational advantages, only about 7 percent of all our women 25 years of age and over are college graduates.)

When one adds to the proportion of women in paid employment those engaged in volunteer services in the community and with a real sense of responsibility and commitment, it is clear that a large majority of our mature women are in the true sense of the word "at work." Sound counseling to help find skills, to set higher sights, to move toward effective training and experience is thus imperative for a very large majority of our young women. It may well be the key to rewarding work experience, whether the job is paid or unremunerated.

Not only are women in the world of work in increasing numbers and to stay; it seems likely that the rate at which they will enter the labor force will continue to increase.

A recent forecast of the Bureau of Labor Statistics of the Department of Labor suggests that almost half of the people added to the labor force from 1964 to 1970 may be women. This assumes a 17-percent increase in the number of women compared with a 9-percent increase in the number of men during the 6-year period.

Looking ahead, we don't anticipate any significant increase in job holding among younger married women. Childrearing for most is a full-time occupation. Women with young children seem to prefer fairly generally not to work. Among families where there are children under 6 and where the husband's annual income is $10,000 or more, only 12 percent of the wives are in the labor force. In sharp contrast, where the husband's income is less than $3,000 a year, the mother of young children is almost 2½ times more likely to work; 29 percent are in the labor force. They work in an urgent effort to try to make ends meet. Similarly, the likelihood that a mother who has children aged 6 to 17 years will work is twice as great where the income of the husband is under $3,000 than where the husband's earnings exceed $10,000 a year. We expect that, as living standards rise, the hard economic compulsions which now make work a necessity for so many disadvantaged young mothers will lessen. But we expect to find older women at all income levels increasingly interested in gainful employment.

Labor Department estimates now suggest that by 1980, 60 percent of all women aged 45 to 54 will be in the labor force. This is probably a conservative estimate. I would hazard the prediction that the percentage of college-educated middle-aged women at work may well exceed 75 percent. We can say with confidence to every young woman with whom we meet, "There's little doubt about it. The likelihood of a job in your future is very great."

What kinds of jobs are women holding now? Are they achieving greater equality of work opportunity?

Today, despite the fact that there has been a marked increase in the number and variety of women's occupational opportunities—women are employed in every one of the 479 individual occupations listed in the last census—women are still heavily concentrated in jobs which have been traditionally theirs.

Those of us interested in the training and counseling of girls and women should be quite concerned, I believe, with the fact that, despite the great increase in the number of employed women, they are becoming increasingly concentrated in the relatively less skilled, less rewarded, and less rewarding fields of work. Since 1947, there has been an almost continuous decline in the percentage of all professional, technical, and kindred workers who are women. In contrast, women constitute a considerably larger proportion of those in service and clerical jobs. In 1947, they represented 44 percent of all service workers, excluding private-household employment; the percentage today is 54 percent. Similarly, over the same period there has been an increase in their proportion in the clerical field from 60 to 70 percent.

One measure of the relatively disadvantaged employment status of women is obtained from a comparison of women's and men's earnings. Median wages and salaries of all employed men and women can't properly be compared because so many more women work part time and more intermittently than men do. But, comparing the median earnings of men and women employed full time and on a year-round basis, we find that in 1963 women received only 59 percent of what men were paid. What is more important, perhaps, than the wide gap itself is the fact that it has been widening over the past 25 years in all eight of the major industrial groupings.

Another measure of the underutilization of women's actual and potential talent is that the proportion of women who are achieving higher positions remains distressingly small. Income is not an entirely satisfactory measure of top responsibility, but it is an appropriate gauge of recognition. Only about one-half of 1 percent of the 32 million women who worked some time last year had money incomes of $10,000 or more; only 2.7 percent received $7,000 or more.

That there is much underutilization of women's skills at all levels is clear. This reflects many factors.

Many restrictive hiring practices still persist based on old myths as to women's capacities and performance. We have an important job to do just to combat prejudice and outmoded custom. There is evidence that discrimination against the employment of women in some fields is abating.

The discontinuity in women's employment is also a large factor in their relatively disadvantaged competitive position. This is especially true of the mature women reentering the labor force, unless there has been active updating of knowledge and skills.

And not to be minimized in the total picture is the attitude of many women themselves who think of work as a temporary expedient not to be trained for—who drift in, but nevertheless stay for extended periods of time. Many are not aware of the interesting estimate that, of all women retiring at age 62, the average number of years of working life comes to the impressive total of 33 years. Surprisingly enough, this is only 4 years less than the average years of working life of men retiring at that age.

And one additional factor which may contribute to relative disadvantage is that women today are earning a smaller proportion of all higher degrees being granted than in earlier years. Nearly five times as many women now earn master's or doctor's degrees as earned them in 1930, but the number of men doing so has increased even more rapidly. In consequence, women's share in the total has declined.

Women obtained 40 percent of all master's and other second level degrees in 1930 and only 31 percent in 1963. Similarly, while women earned 15 percent of all doctorates and equivalent degrees in 1930, by 1963 their share had fallen to less than 11 percent.

In an increasingly competitive world where greater and greater emphasis is being put on highly developed technical skills, such trends as these have no doubt had a bearing on the smaller relative role played by women today in the professions.

It was problems such as these that the President's Commission on the Status of Women faced squarely. Its work has generated a new spirit of concern about remaining inequities—a new determination to eliminate them. Let me mention just a few of the gains made in consequence of the Commission's work.

Accepting a Commission recommendation, Congress enacted the Equal Pay Act. A provision barring all discrimination in employment on the basis of sex was included in the Civil Rights Act, which became law last July.

President Johnson has made the upgrading of women in the Federal service a major objective. Since January 1, 1964, he has appointed almost 100 women to top Government positions. In addition, the agencies have appointed or promoted more than 2,000 other women to jobs paying $10,000 or more a year. Said the President, "My whole aim in promoting women and picking out more women to serve in this Administration is to underline our profound belief that we can waste no talent, we can frustrate no creative power, we can neglect no skill in our search for an open and just and challenging society."

As a result of a Presidential directive, both hirings and promotions are being made by all Federal agencies on the basis of qualifications and merit alone, regardless of sex. All working women benefit from this showcase example of the Federal service.

The U.S. Employment Service is doing much to encourage acceptance and use of hiring specifications based exclusively on job performance factors by the very large number of employers who use the service.

Much, in addition, is underway that will improve prospects for the future. There is the impressive expansion of opportunities for training due to enactment of the Vocational Education Act and the Manpower Development and Training Act from which women benefit, proportionately, no less than men. There are heartening steps being taken under the Economic Opportunity Act to enlarge the employability of our most disadvantaged, particularly our disadvantaged youth. There is the great widening of educational opportunities, thanks to the National Defense Education Act and to the new programs for continuing education being developed by our schools and colleges. And, of course, the impressive work of the now 39 State commissions will make many major contributions.

With all this, and much beside that might be mentioned, has come increased recognition as never before of the importance of counseling at every educational level.

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We need more and better counseling if we are to help wage effective war against today's acute dropout problem. What more serious problem is there than the fact that about 800,000 young people aged 16 to 21 years are out of work and out of school, and over half are girls?

We need more and better counseling if a larger number of our young women are to be able to anticipate their life patterns more clearly than they do today, to see the need for a lifetime plan and for realistic preparation, and to see their education as a continuing, lifelong process.

We are challenged as never before to help our young women see more realistically the diversity of roles they can play, to appreciate the ever growing importance of skill and training if they are to be effective. How can we enlarge their own sense of worth and dignity, their appreciation of how much their contribution is needed, their determination to give of their best? How can we communicate to our young people the conviction that their world can be what they want to make it, that there are great goals to win? We must generate a new sense of the importance of participation at the highest level of which they are capable and a zest for the acceptance of responsibility.

The role of counselors takes on new importance in our changing times. Their work has never had greater significance. Never have the stakes been so high or so challenging in the excellence of the job they must do.

COUNSELING TODAY'S GIRLS FOR TOMORROW'S WOMANHOOD

Dr. Esther M. Westervelt*
Assistant Professor of Education
Teachers College, Columbia University

In earlier times tradition determined the life plans of most youths and made most of the decisions for adults. When, occasionally, adults were faced with alternatives whose implications seemed unclear, consultation with a seer, an oracle, or a council of elders decided the matter. Today, as we strive for a future which promises to bear no resemblance to any past known to human beings, tradition and divine prophecy no longer avail us. But men still believe that some superior sagacity can skillfully guide the course of human lives and human affairs and still seek such sagacity; hence, in our complex society, the specialist has replaced the seer. What the Delphic Oracle was to Athens, countless commissions, councils, and committees of specialists are to Washington, London, Paris, and Moscow.

To recognize that the growth of guidance and counseling in our schools is one manifestation of the contemporary faith in the expert should instill a healthy humility in all of us who work in that field. There is a current public expectation that guidance and counseling will undertake a significant share of the function once served by the traditions of families, social classes, and communities in the education of youth—that of revealing to young people the paths that lead to participant adulthood.

Fortunately the counselor, unlike the spokesman for tradition, is not expected to choose the paths young people must follow. He must instead help the young person to effectively discharge this responsibility for himself by helping him to see the many paths to the future and the numerous crossroads along them at which choices which may permanently alter the extent and quality of participation in adult society must be made, and by helping the individual young person to know himself well enough to make appropriate choices.

In other words, the ultimate aims of the school counselor are those of our educational system, which are those defined by the values of a democratic society—self-realization for each individual through social participation and the fullest possible benefit to the society from all individual talents.

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*B.A., Vassar College; M.A. and Ed. D., Teachers College, Columbia University. Dr. Westervelt has been: Teacher of English; Executive Secretary of the Council of Community Services in Goshen; Educational Consultant for the National Association for Practical Nurse Education and Service; and Officer in the Women's Air Force Service Pilots.

Statements of lofty social purpose like the foregoing always stress the collective pronoun, and this is the knife that is hidden in the flowers. Words like "each" and "all" encompass a bewildering variety of differences when they are transposed into the living human beings with whom every practitioner, including the school counselor, must work. To dwell on this is to labor the painfully obvious, as every counselor knows.

There is, however, one difference that is more taken for granted than taken into consideration in counseling—the difference between girls and boys. Yet there is probably no difference which presents more unresolved problems for the counselor of girls and none which, if improperly understood, has more sweeping and disastrous implications for the future. Girls are half of any given generation, and they must live and work together with boys in the world of tomorrow—a world which will inherit from us unsolved problems too vast and too terrifying to be the burden of only half its population. Girls must be prepared to carry their share of this burden, but the life patterns through which they can discharge their responsibilities are necessarily different from those of boys and also very different from the life patterns of women who have gone before them.

The difficulties of helping girls prepare for an adult life which will tap the fullest potentialities of their womanhood can hardly be overestimated, chiefly because we have for so long been unwilling to face squarely the magnitude of the changes which have occurred in women's lives, changes which seem to run directly counter to cherished stereotypes of the "feminine role."

To face squarely the facts of women's lives today—facts such as those Mrs. Keyserling has so cogently presented—is to become sensitized to them. Now there is, as Edward Weston remarked in another context, a difference between being sensitive and being sensitized. School counseling relies heavily on "sensitive" counseling—that is, on the ability to understand, respond to, and help the counselor understand the central content and the implications of the counselee's communications. But what the counselor understands and can respond to depends upon the hypotheses which he always develops about the counselee and the counselee's situation. These hypotheses are grounded in assumptions, and the assumptions are grounded in knowledge—or lack of it. To be sensitized is to possess all possible relevant knowledge about the counselee and the counselee's situation, and full sensitivity in counseling depends upon being thus sensitized.

The facts about women's employment, education, and family responsibilities which Mrs. Keyserling has put before you are dramatic—dramatic because they are stark truth. Yet a great deal of the guidance of girls today proceeds as if these facts were the drama of the lives of a few women rather than the truth of the lives of many, or as if they were a fleeting phenomenon—almost a mirage—which has suddenly appeared for no good reason and will disappear in the same way. But these facts have not begun to characterize women's lives suddenly, nor are they, historically speaking, surprising. My task is to explore with you the historical and social context out of which they emerged and to discuss their implications for goals and practice in the guidance and counseling of girls.

In undertaking this, it may seem to you that I place undue emphasis on vocation in women's lives, and since I shall indeed emphasize vocation it is important that I define my use of the term at the outset. To me, vocation is an intimate and perdurable commitment to a socially and psychologically significant sphere of activity. By definition it is a persistent, not a discontinuous, part of life, although, particularly for a woman, it may absorb a greater amount of time and energy at one time of life than at another. Its forms of outward expression may vary, but it remains vocation as long as it is a true expression of self and a sharing of self, through skills and talents, with one's society. Earning money has nothing to do with my definition of vocation. We tend to forget that there was a time when only men of leisure were free to pursue a vocation; now, as the Twentieth Century Fund's study disclosed,[1] we are more apt to think of leisure as a time to be filled with mere activity, and thus of work done voluntarily and not for pay as avocational.

Very often talk of vocation in women's lives gets confused, in the mind of the listener, with issues of women's rights. Since vocation is social participation, and since social rights cannot exist without social participation, the confusion is understandable, but it is based on a false premise. Women's rights and women's social and economic participation are not corollaries one of the other, as is amply demonstrated by history. Many societies which were heavily dependent upon the economic and social contributions of women gave women no rights at all. Furthermore, the historical course of women's rights has not followed an evolutionary pattern; women in ancient Babylonia had more rights than women in late 19th century England and America. In terms of legal rights, women in America are today among the most privileged in the world; if they do not fully exercise those rights, it is because the extent and quality of their social and economic participation neither justify nor facilitate such an exercise.

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[1] De Grazia, Sebastian. *Of Time, Work and Leisure*, Garden City, New York: Doubleday Anchor Books, 1964.

I believe that as counselors we should be primarily concerned not with status and "rights" as such but with providing opportunities which will lead to the kind of social participation in which status and "rights" are, in a democracy, inherent. We can most effectively provide such opportunities for the girls with whom we counsel by understanding and working with the forces which have created but at the same time distorted our perceptions of these opportunities.

What Mrs. Keyserling has graphically depicted is the outcome of a revolution in women's lives. When a hurricane passes over a tropic sea, islands far from the eye of the storm feel its force, sometimes days after the storm has passed. In quiet harbors rough seas tear boats from their moorings and strew the debris of the ocean floor on the beaches sparkling in the sun. So it is with revolutions. The turbulent waves of change wrought by revolution roll inexorably into lives of people far removed in time or space from the original maelstrom.

Revolutions resemble hurricanes in another respect; they tend to occur in clusters, because the conditions which generate them are not isolated phenomena but prevail rather generally over a given area at a given time, and because a change in one part of a social structure induces change throughout. The revolution in women's lives is only one of a constellation of revolutions which have taken place in the Western World during the past 200 years (and, during this century, all over the earth). There have been revolutions in conceptions of the social, economic, and political rights of individuals; in the means of producing goods; in the kinds of services available to people and in the methods for providing such services; in systems of transportation; and in avenues of communication.

The Shorter Oxford defines "revolution" as "a great change." A revolution is a great change, whether it is a calculated enterprise, of relatively short duration, marked by tumult and violence, such as the French Revolution, the American Revolution, or the Russian Revolution, or whether it is the fortuitous consequence of peaceful invention and innovation. The consequences of revolutions are frequently painful for human beings because human societies resist change, even while they create it. The wave of the future always forms a perilous riptide because it meets the current of the past head on.

The force of this riptide is demonstrated by the speed with which reaction follows violent political revolutions. Eleven years after Louis XIV died under the guillotine Napoleon was crowned hereditary Emperor of the French in the name, of course, of the Glorious Revolution. Lenin arrived at the Finland Station in Petrograd on April

16, 1916; from offices which overlook his tomb, Brezhnev and Kosygin have restored the profit motive to political respectability.

The resistance to revolutions generated by quiet invention and innovation in economic and social life is equally strong, if not always as dramatically evident. Ogburn named this phenomenon cultural lag, but the term perhaps understates the dynamic force of cultural resistance to change. The effect is one of lag, but a most important process from which this effect stems is the socialization and education of the young. In a country as committed to change and "progress" as ours, we are apt to forget that a basic function of socialization and education of the young in any culture is to conserve and maintain existing cultural values. Patterns of socialization and education are shaped by values which are deeply rooted in long-cherished norms of social behavior and these patterns, therefore, tend to respond slowly to changes in social structures, most especially to changes which seem to encourage behavior in apparent conflict with behavioral norms so old that they are valued for their own sake.

It is for this reason that for some time now the socialization and education of girls has been preparing most of them for a world that has, in the United States and in many other parts of the world, ceased to exist. Many of the adults who significantly influence girls and boys—parents, teachers, counselors—are inadvertently encouraging girls and the boys they will marry to ignore the facts of women's lives in a postrevolutionary world or to fantasy that, in their individual lives, they can turn back the tide of history.

This is necessarily the case because the most ancient and culturally universal human values are those associated with the family and with sex roles as these relate to the family. Furthermore, we still identify home with family (although it is no longer a place where a family can spend much of its time), and women with home, and, of late years, even a women's capacity for love with her willingness to stay in the home. Caught in the riptide created by the seeming conflict between an ancient cluster of family-related values and the social and economic forces which are impelling women out of the home, we strive to stay afloat by moving backward rather than forward.

The confusion and conflict which, as counselors, we feel when we attempt to implement our conviction that today's girls can find a fuller womanhood in tomorrow's world is not surprising. Our own attitudes have been molded by the circumstances of the point in time when we were children and by idiosyncratic circumstances of family roles and childrearing.

Those of us who were children or early adolescents during the depression years of the 1930's when employment was scarce and relatively few married women found work (except the poor, among whom married women were more apt to be at work than married men) may have acquired the attitude that married women belong at home and that they should not "take jobs away from men"; in other words, we may harbor an assumption that the labor force exists to provide jobs rather than goods and services. Those of us who were children or early adolescents in the first half of the 1940's when many married women were in the labor force and when the labor force was desperately struggling to provide needed goods and services may take the employment of married women very much for granted and regard the labor force as primarily a means of production. Or, if our mother was vastly overworked trying to hold down a job and keep a home going while our father was away in the armed services, we may feel that paid employment is too great a burden for the married woman.

Particular family circumstances affect our outlook in other ways. Sons and daughters of a mother who was actively and happily engaged in work outside the home are probably much more apt to view such participation as an integral part of a woman's life than are those of mothers who emphasized and glorified the homemaker's role. Needless to say, fathers' attitudes towards the work of mothers are also very critical factors.

There are, however, other forces less idiosyncratic in nature, less visible, and much older, historically speaking, which affect all of our attitudes. These I touched upon above, but it is necessary to examine them in slightly more detail, however superficial such an examination must be in the time available. These forces are the metadimensions of the paradigm we must use to approach an understanding of the lives of women today—and tomorrow.

The oldest and most persistent force molding women's lives is the biological fact of maternity. This has inextricably entangled women's work with the central human concerns of marriage, motherhood, and the relation between the sexes—and, of these three, motherhood is primary. Maternity as a nurturing and protective function is more than panhuman; it exists throughout most of the sentient animal world. It requires shelter and, at least for a brief period of time, close contact between mother and child; the vixen hides in her den with her pups, and wild horses travel with mares and foals in the middle of the band. The family is older than *homo sapiens;* as a nurturant device it exists among certain mammals and the higher subhuman primates.[2] The family was also the incubator of and the first model for civilization; Lewis Mumford has pointed out that neolithic villages were essentially maternal enclosures for the care and protection of the young and weak.[3] Division of labor between the sexes, varied as has been its patterns, always bears some relation to the fact of maternity. Cultures vary in the extent to which they emphasize and idealize woman's maternal activities but, in all, motherhood is a social role as well as a biological circumstance.

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[2] Carrighar, Sally. *Wild Heritage,* Boston: Houghton Mifflin, 1965.

[3] Mumford, Lewis. *The City in History,* New York: Harcourt, Brace and World, 1961.

The Gusii women in Kenya till the fields while their older daughters watch over the younger children, but they are within sound of their children's voices. In other primitive cultures care of young children is delegated almost entirely to the aged and to older siblings, and in still others it is exclusively the domain of the mothers. But in all, whatever may be the mother's other work roles, she is never physically far distant from her children; her work is directly connected with the maintenance of the home or the communal enclosure and the children within it; and motherhood is a primary dimension of her social identity.

In certain more complex cultures, of which our is clearly one, motherhood had been zealously idealized. We can better understand the time and money spent in recent years on research on the relation of maternal employment to child development (as if a simple relationship could possibly exist between two such complicated variables) if we consider it in the light of our cultural heritage, of which this eulogy of an 18th century New England widower to his dead wife is a part:

> . . . she would sometimes say to me that bearing, tending and burying children was hard work, and that she had done a great deal of it for one of her age (she had six children, whereof she buried four and died in the 24th year of her age) yet would say it was the work she was made for, and what God in His Providence had called her to, and she could freely do it all for Him.[4]

We would not find this sentiment echoed very widely today, but one of the biological facets of maternity is its psychodynamics in women. Research has tended in recent years to concentrate on the infant's need for mothering, a need which is clearly established, and has left to the sentimentalists an interest in women's need to "mother." Yet studies of the kibbutzim in Israel, for example, have found that a basic cause of unrest among the women there, who are so proud of being daughters of the 20th century, is too little opportunity to be with their children.[5] (As you doubtless know, in the kibbutzim children and their parents live apart and visit each other only for about 2 hours each day.)

The functional necessities of biology and social structures have an interrelationship with the moral values associated with motherhood and, through it, with marriage and the relationship between the sexes—an interrelationship too complex to explore here. The essential point is that these values are deeply rooted in biology and in human and even prehuman history. When changed circumstances appear to threaten them, we tend to turn our back on the circumstances and retreat in fantasy to a never-never land of values divorced from facts: witness the stories in the popular women's magazines.

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[4] Calhoun, Arthur W. *A Social History of the American Family*, Volume I, "Colonial Period," New York: Barnes and Noble, 1917.

[5] Spiro, Melford E. *Kibbutz: Venture in Utopia*, New York: Shocken Books, 1963.

The second major force with which we must cope seems, in our time, to run counter to the first. As was implied before, only a part of women's traditional and essential contribution to human society is work directly connected with motherhood. The gainful employment of women in a variety of occupations is, historically and cross-culturally speaking, nothing new. Only in the past century, in a few parts of the world, has it become possible for average women to be *not* gainfully employed. Not gainful employment, but the lack of it, is the novelty in the lives of women today.

In primitive societies women have always worked at potterymaking, basketweaving, corngrinding, woodgathering, the cultivation of crops, or whatever the techniques, economy and sex division of labor in a given society dictated, in order that they and their families could share in the society's goods and services. In more complex pre-industrial societies women carried a large (often a major) share of the responsibility for the operation of the home as an economic unit of production of goods and services for family use and for market. The Puritans jailed idle women in order that they "be put to work for a living"; among the Huguenots of South Carolina "men and their wives worked together in felling trees, building houses, making fences, and grubbing up their grounds . . . and afterwards continued their labors at the whipsaw."

Furthermore, women have always engaged in a wide variety of occupations, but in different ones in different societies and at different times. Although the division of work roles by sex is a cultural universal, there has been no universal cross-cultural pattern of such division. In Bohemia cigars were generally made by women, but when the Bohemians came to America in the 19th century, American cigarmakers were men and resented and resisted the entry of the Bohemian women into the industry. Women printers are rare in America today, but in colonial America they were not at all unusual. Advertisements published in the New England colonies from 1720 to 1800 show that women were teachers, embroiderers, jellymakers, cooks, waxworkers, japanners, mantuamakers; dealers in crockery, musical instruments, hardware, farm products, groceries, drugs, wines, and spirits. Hawthorne reported that one colonial woman ran a blacksmith shop.[6] Brickell, in his *Natural History of North Carolina* reports that:

> The girls are not only bred to the needle and spinning, but to the dairy and domestic affairs, which many of them manage with a great deal of prudence and conduct, tho they are very young. . . .

In view of the long history of the gainful employment of women, why do we today find such employment a problem and an issue? The answer is very simple: The employment has been relocated. No longer can it be undertaken in or near the home. Of all the aspects of the revolution in women's lives, this one is undoubtedly the most critical for the social participation of women and for the life planning of girls.

The cleavage between woman's social and economic functions and her domestic nurturing functions is of very recent origin, as we count historical time. James Watt drove the entering wedge less than 200 years ago, with his discovery of a practical application of steampower in 1769. Within a decade Samuel Slater was employing women in the first American cotton mill. The Founding Fathers proudly hailed this new development in women's work which would, in the words of George Cabot, "afford employment to a great number of women and children, many of whom would otherwise be useless, if not burdensome, to society," and which would, in the words of Alexander Hamilton, give "the husband-man a new source of profit and support from the increased industry of his wife and daughters, invited and stimulated by the demands of the neighboring manufactories." [7]

Only the most observant and thoughtful perceived early that the changing locale of feminine employment was in opposition to the traditional values and social roles associated with femininity. The emerging gulf between home and the world of work, and its differing implications for women of different social classes was resolved, in the popular mind, by the simple device of pretending that it did not exist. On her visit to America in 1836 Harriet Martineau commented:

> Where it is a boast that women do not labor, the encouragement and rewards of labor are not provided. It is so in America. In some parts there are now so many women dependent on their exertions that the evil will give way before the force of circumstances. In the meantime the lot of the poor woman is sad.[8]

Grund, describing the wives and daughters of wealthy businessmen at about the same time, deplored their frivolity and complete lack of participation in and comprehension of the social, political, and economic affairs in which their menfolk were engaged. He reported:

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[6] Calhoun, *op. cit.*

[7] Baker, Elizabeth Faulkner. *Technology and Women's Work.* New York: Columbia University Press, 1964.

[8] Martineau, Harriet. *Society in America,* Seymour Lipset, Ed., Garden City, New York: Doubleday Anchor Books, 1962.

> As for the women, their position is truly deplorable. They are neither employed in domestic pursuits, nor does our society furnish them with the *agrémens* of Europe. In a country whose population is the most active and industrious in the world, they are troubled with *ennui*, and have the whole livelong day no other companion than a few inquisitive creatures of their own sex.[9]

If Martineau could walk in Harlem today and Grund visit some of our more affluent suburbs, they might feel that 130 years had made less difference than they had expected.

But these years have witnessed an acceleration of the rate of change in women's work, all in the direction set by James Watt—increasing the amount of work done outside the home. No longer, of course, is such work necessarily done by women. Technology has altered our pattern of division of work roles by sex, and in a way that has, in relation to the total range of available work roles, increasingly restricted those available to women. The participation of women in the gainful and socially essential occupations of our society has, in other words, been declining. For all our talk of the increasing numbers of women in what we now call "gainful employment" (that is, work for wages), the actual participation of women in the work of our society is, in terms of the total population and the total economic and social structure, less today than it was in colonial or 19th century America.

But the social and psychological needs which impel women to participate have by no means disappeared from the feminine world and the feminine psyche. A large proportion of today's women have an economic need to work—a fact of which girls and their counselors take too little cognizance. The problems of slum families are as much a result of the occupational patterns of the mothers as of those of the fathers, and we are learning that security provided by gifts from the public purse is a poor substitute for the sense of individual autonomy and social belongingness which derives from rewarding and respected employment.

All healthy women have a psychological need to be usefully occupied and socially participant, and especially is this so in a society where personal identity is so closely tied to occupation—a woman may describe hereself as "only a housewife," but few women describe themselves as "only a secretary." We have been much concerned of late with the plight of mature women who are emerging from years devoted exclusively to domestic pursuits to find themselves in a waste-land of social isolation and psychological emptiness; we are bending strenuous efforts to helping them find a place in the world of work.

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[9] Grund, Francis J. *Aristocracy in America* (paperback). New York: Random House, 1963.

Labor force statistics reflect the continuing tendency of women to withdraw entirely from the labor force during the childrearing years. Yet research tells us that housewives feel trapped, that given a choice they would spend only about half as much time with their young children as they actually must [10] and that, except in the case of large families, employed mothers are more satisfied with their relationships with their children than are nonemployed mothers.[11] These findings are not surprising if we remember that, until very recently, no young mother was expected to spend most of her waking hours with small children. Yet employers and society in general raise many questions about the employment of mothers.

The final major dimension in our paradigm of forces is both source and product of patterns of socialization and education. This is the complex phenomenon which we call psychosocial sex differences. One purpose of socialization practices and education is to create *social* differences between the sexes, although in highly developed educational systems like our own there are also pressures to eliminate such differences in certain areas. For example, we don't have girls play football, and we usually don't encourage boys to take home economics, but we expect equal achievement from both sexes in basic academic subjects. The nature of the social differences we attempt to create is in large part a function of culturally idiosyncratic definitions of sex differences in social roles. We have already noted that in all cultures these are partially determined by the biological fact of maternity and partially by the kinds of work required by a given society and the sex division of work roles.

The sources of psychological differences between the sexes are more obscure. Biology certainly makes its contribution, and so, certainly, does the long evolutionary experience of the human race and its predecessors. Ethology, through its explorations of animal behavior, is beginning to give us a glimpse of the deep roots of psychological sex differences; sex differences in patterns of conflicting drives have been found even in creatures whose sexual dimorphism is not complete. Cultural influences—both those rooted in myth and social tradition and those arising from a passionate commitment to revolutionary change—have tended to befuddle our theories concerning these differences. Thus Freud's theory of woman as a castrated male, inferior because incomplete, bears the imprint of both Hebrew tradition and 19th century middle-class Vienna; while Adler's theory that psychological sex differences would be completely obliterated if society made equal demands upon and gave equal opportunities to both sexes is in the spirit of the early 20th century's concern with and commitment to the rights of individuals.

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[10] Gray, Horace. "Trapped Housewife," *Marriage and Family Living*, 24:2, May 1962.

[11] Nye, F. Ivan, and Hoffman, Lois W. *The Employed Mother in America*, Chicago: Science Research Associates, 1964.

In fact, as you know, controlled empirical observation has established that psychological sex differences do exist and persist. The wide variety of tests developed by the trait psychologists to explore individual differences has indicated that the sexes seem to be more similar in aptitudes than they are in interests and values; at least, this is what tests now in use suggest. Some anthropologists now suspect that the differences which have been most strikingly confirmed in testing are culturally universal. These most conspicuous differences are that, on the average, boys place higher values on aggression, competition, and dominance; girls, on nurturance, stability, and order. Beatrice Whiting recently reported that analyses of patterns of behavioral interaction in six different contemporary cultures, ranging from the Gusii in Kenya to a town in New England,[12] revealed that girls displayed a greater need to nurture and to maintain social order than did boys, while boys displayed a greater need for aggression and dominance. The extent of difference between the sexes varied among the cultures, but in all the pattern was the same; that is, in all, girls were, psychologically speaking, different from boys. It can be argued, of course, that a structured approach to analysis (such as a test or the approach used by Whiting insures that one will find what one is seeking. However, a wide variety of less structured anthropological studies report the nurturing-oriented behavior of women in contrast with the dominance-oriented behavior of men, from the Pygmies of Turnbull's *The Forest People*[13] to the Israelites of Spiro's *Kibbutz*.[14]

I dwell on this point because it suggests that certain psychological sex differences are *relatively* independent of sex differences in adult social roles. To illustrate: The Gusii girl in the Whiting studies knows that she will grow up to spend the greatest share of her days working in the fields, yet she is high in need to nurture compared to the New England girl who very possibly expects to spend most of her adult life tending home and children. Beatrice Whiting suggests that the high nurturing behavior displayed by the Gusii in comparison with the New England girls is related to the fact that Gusii girls have much responsibility for the care of younger siblings while New England girls, on the average, do not. But the additional fact that, despite her high orientation to nurturing activities, the Gusii girl is able to assume adult work roles which, on the surface at least, are not primarily nurturant in nature suggests that psychological sex differences do not wholly define and delimit adult social roles. And the fact that psychological sex differences appear to be culturally universal suggests that adult social roles do not alone define psychological sex differences.

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[12] Whiting, Beatrice, Ed. *Six Cultures, Study of Child Rearing*, New York and London: John Wiley & Sons, 1963.

[13] Turnbull, Colin. *The Forest People*, Garden City, New York: Doubleday Anchor Books, 1962.

[14] Spiro, *op. cit.*

If we then assume (as the very existence of two sexes would suggest that we must) that psychological sex differences make a contribution to the healthy functioning of human societies, we might well conclude that this contribution is of a somewhat different order and at a somewhat different level than that made by sex differences in social roles.

To be more explicit, we might say that psychological sex differences make their contribution primarily to the realm of social values, and sex differences in social roles primarily to the domain of social process. Since values and process are inextricably intertwined, the more the values of one sex, as contrasted with the values of the other, are reflected in the processes of a given society, or any part thereof, the more difficult it will be for the other sex to participate in that process. And, indeed, this is illustrated in our society, where male values of aggressiveness, competition, and dominance are so pervasive in many parts of our occupational structure, especially the upper echelons, as to both make these areas of employment uncongenial to most women and make most women appear to be unsuited for employment in them.

Value-laden arguments about women's status (from the women) and women's capabilities (from the men) are the result of this lack of fit between many parts of our occupational structure and the feminine psyche (consider, for example, administration in both private industry and public service, the leading professions, scientific research). It is not that women are discriminated against because they are women, but that they do not fit easily into situations designed by men for men. Nor is it that women are less capable at certain undertakings than are men; on the average, they seem to possess the same aptitudes as men, although their values are different. In other words, again speaking in averages, most work that men can do, women can also do, but they will do it differently. For example, men seem to believe that law piled upon law and appropriation added to appropriation will eventually solve all social problems from drug addiction to poverty, while women tend to stress the importance of personal relationships with and a sense of personal responsibility for the troubled and unfortunate—and it is easy to see which approach is in the ascendancy at present.

The absence of a one-to-one relationship between psychological sex differences and sex differences in social roles tends to be overlooked both by those who would widen the sphere of women's activities and those who would narrow it. Proponents of increasing women's repertoire of social and economic responsibilities often eschew recognition of psychological sex differences in the belief that these, by definition, limit women's social roles; while their opponents argue that femininity can be preserved only by limiting women's activities to traditionally feminine spheres. Both miss the essential point, which is, that if the interaction of psychological sex differences is socially functional, as we must assume it is, social health requires that this interaction be fully reflected in the values of the society; for this to occur it is necessary that men and women be equally participant in the society. In a society like ours, where most of the essential work is done outside the home, such equality of participation is not possible if women's work is limited to the home.

These, then, are the three basic forces of which we must take cognizance if our approach to the guidance and counseling of girls is to be directed toward tomorrow rather than yesterday: First, the biological fact of maternity and its social implications for family patterns and childrearing; second, the separation, both physically and socially, of home from most of the work of the society and, hence, of public life from private life; and, third, the critical importance of finding means through which psychological sex differences in interests and values can be fully reflected in the values of our society and the processes through which these values are implemented.

What then must be our goals for the guidance and counseling of girls? It seems to me these goals can be summarized as follows: First, the life planning of girls must encompass their future responsibilities for marriage, motherhood, *and* activities outside the home. Second, since domestic duties and other social and economic activities can no longer be discharged in the same location, each must be planned for in terms of the other—but this is not to say that one must be given precedence over the other. Third, girls and boys and their parents, educators, and employers have to be helped to understand that sex does not define work roles. Fourth—and this is the most important point I want to make—counselors will not be able to achieve this merely by modifying or improving conventional techniques of counseling because, as I have been trying to demonstrate, many of the obstacles to fuller feminine development lie in areas of cultural lag within the social system rather than in individual girls; therefore, counselors must attempt to mitigate the lag.

What are some ways in which we might move toward these goals? Let us begin in the setting which is perhaps most familiar to us—the counseling cubicle and the guidance director's office—and consider three questions: How early and how enthusiastically do we begin to encourage individuality in girls? Do we use tests as effectively as we might? How imaginative is our educational and vocational advising?

There are, I believe, many ways in which we subtly discourage individuality in girls. First, we tend to treat their early, possibly fantasied, vocational aspirations lightly. Several years ago Tiedeman and Matthews identified what they termed a pseudo-career-drive in girls of junior high school age.[15] That is, girls of that age whom they studied seemed to have a stronger career orientation than older girls, but their goals seemed more fantasied than real. This is very possibly a drive which we could strengthen if we took more direct measures toward career counseling at this time than we usually do. Such measures could include wider exposure to occupational information which is meaningful to this age group (I will say more about this later), individual counseling, and opportunities for vocational exploration. Too often we shuffle the educational fates of children of junior high school age almost entirely on the basis of records of academic achievement and tests of scholastic aptitude. We do this to boys as well as girls but the effect on girls—especially less privileged girls—is more restrictive because their opportunities for vocational training in secondary school are more limited, and, unless vocational aspirations have been identified earlier and reinforced, they may not persist after secondary school.

One tool which—despite a great deal of lip service—we use poorly, if at all, at this age level is interest tests. Super and Overstreet pointed out in their study of the vocational maturity of ninth grade boys that vocational preferences may be significant for exploratory purposes and can provide a point of departure for orientation activities.[16] White, in a study of the persistence of interests in high school students found that patterns of interest tend to persist both in boys and girls;[17] Kuder found the same tendency in both sexes in the period between the sixth and seventh grades and the tenth and eleventh.[18] If, in the eighth or ninth grade, each girl were given one or two interest inventories, and then given an opportunity to discuss the preferences so identified with the guidance counselor in one or two leisurely interviews, she might be helped to develop at a relatively early age a more enduring respect for her individuality which could more strongly resist the pressures toward stereotype feminity which are both socially and biologically potent in mid- and late adolescence. Naturally, a girl should be encouraged in such interviews to discuss not only the implications of her preferences for her educational plans but also the ways in which they would fit into her life as a married woman. But the approach should always be positive. Never should we ask, "Have you thought how you would manage to do that if you had children?", but rather, "Veterinary practice is a good field for a woman because she can carry it on near her home," or "Physics is a field in which some women have been very successful. Mrs. Mayer was one of the three winners in the 1963 Nobel prize in physics."

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[15] Tiedeman, David V., O'Hara, Robert P., Matthews, Esther. "Position Choice and Career Development," *Harvard Studies in Career Development*, 1957. Mimeographed.

[16] Super, Donald E., and Overstreet, Phoebe L. *The Vocational Maturity of Ninth Grade Boys*, New York: Teachers College, Columbia University, 1960.

[17] White, Robert M. "The Predictive Relationship of Selected Variables to the Vocational Interest Stability of High School Students," Doctoral Dissertation, University of Minnesota, 1958.

[18] Kuder, G. Frederic. *General Interest Survey (Form E) Manual*, Chicago: Science Research Associates, 1964.

At the outset of adolescence girls *can* be helped to channel their drives toward individuality into integrated plans for a woman's life comprising work and marriage, rather than left to drift into the process of dichotomizing their concepts of themselves as individuals and as wives and mothers. At least some of them might thus avoid the diffused identity crisis which has been termed characteristic of late female adolescence and which results from the girl's suppression of those aspects of her individuality which conflict with her stereotype of the feminine role.

But we are going to have to take long forward strides in our educational and vocational advising if we are to provide much stimulus to the career aspirations of girls. Let me cite a couple of examples from recent guidance publications. Two folders recently came across my desk—and probably across yours. One concerned opportunities for physicists. The male pronoun was used throughout and, in the four pages, women were mentioned in one brief sentence which reported that 3 percent of physicists were women and that Maria Goeppert Mayer had won a Nobel prize. The other concerned opportunities for secretaries and the female pronoun was used throughout, although the subtitle described the field as one for men and women; several men who began as secretaries were mentioned, and one short paragraph reported that male secretaries often commanded salaries comparable to those of executives. Another recent publication, on colleges and careers, which was also designed for high school students, has a chapter on special career planning for women. After discussing the "uncertainties" in women's occupational futures, including the likelihood of vocational discontinuity and the need for flexibilty which will provide for extended leaves of absence, part-time work, reentry after a long period, and job openings throughout the country (wherever one's husband may move), the authors recommend that girls give special consideration to teaching (at the elementary and secondary level), "secretarial science," sales, and nursing. Vocational advising of this type can hardly be called imaginative, and yet it is representative of almost all the material we are disseminating to our girls. Such subversive literature should, in my opinion, be kept out of the hands of impressionable youngsters.

Actually, a great variety of vocational opportunities exists for girls at every level and new opportunities are constantly emerging. While we may soon reach the saturation point with elementary and secondary school teachers, the shortage of college teachers is one of the critical labor force problems of the present decade, and the next. The shortage has been apparent for some time; yet the proportion of new college teachers who are women has remained at about 24 percent for more than a decade. This surely reflects lack of recruitment of girls to this field as much as or more than it reflects sex discrimination. Medicine, law, psychiatry, counseling, and psychology are all professions which a married woman can practice in many different places and frequently on a flexible time schedule. The sciences, management, public service—all are rich with opportunities for gifted, highly educated women. Women are found in all of their subdivisions; that in many their proportions are low is partly the result of our failure to focus and strenghten the career aspirations of able girls.

But I do not want to dwell on gifted girls at the expense of the larger majority, from whose ranks come most of those who will be pushed into the labor force by economic necessity. We cannot continue to ignore the fact that families today are largely dependent upon income from wages and the poorer the family the more this is true. When we know that today even the middle-class family feels the need of the wife's wages to help educate its children, how can we continue to fail to help girls from the lower class plan for the economic contribution which their families will so sorely need? Programs for the disadvantaged have been concentrating heavily on raising the vocational potential and aspirations of boys and paying considerably less attention to girls. Although efforts are being made to bring the situation into better balance, much more remains to be done than has been done.

We don't know very much about the vocational aspirations of lower class girls, but a few studies lead us to suspect that (with the possible exception of Negroes) lower class girls are even less apt than middle-class girls to envision paid employment as a concomitant of marriage. We have two responsibilities to them—to give them a clearer perception of the role of the wife as wage earner and a broader vision of vocational opportunities. Both vocational opportunities and the educational avenues which lead to them are increasing. Let me mention only one or two. One salient cluster of opportunities lies in the new technologies with their growing demands for technicians. The work is usually light, the hours are frequently varied, and the surroundings generally pleasant. Most important, the positions have dignity and status and the manual dexterity and need to maintain order which often characterize the female are useful qualities in many of them. Training for jobs of this kind is becoming widely available at low cost in post-secondary school institutions, and recently appropriated Federal funds will increase these training facilities. Public institutions of this kind are apt to be coeducational (and all should be), and I know of at least one private technical college, long a male school, which will become coeducational this fall. While the military services, because of their restrictions on married women, do not offer lifetime careers for women, they do offer not only immediate employment but also training for special skills in such skill areas as communications, traffic control, electronics, and photography which are highly marketable in the civilian world.

A number of girls from the less privileged ranks of our society appear to have a high interest in the traditional nurturing activities of women; this may help account for their idealization of the role of the housewife. For such girls vocational opportunities are also increasing. One likely outcome of the passage of Medicare is a sharp rise in the demand for trained homemakers. The demand for licensed practical nurses and registered nurses continues strong, and training in both fields can be acquired at modest cost or no cost. And, if we are successful in our efforts to upgrade the vocational training of houseworkers and their status and conditions of work, this field will offer almost unlimited and very desirable opportunities as more and more highly educated women persist in their professions while raising their families.

There is, however, one critical difference between the guidance needs of less privileged and more privileged girls. The vocational aspirations of the less privileged will almost surely not be stimulated or directed by merely talking, or reading, or looking at pictures. Such girls need to know how a job situation feels before it becomes a real possibility for them. We must, therefore, augment our guidance programs for them with planned work experiences by, for example, helping them to be aides in hospitals, assistants in high school science laboratories, babysitters. Middle-class girls, ironically enough, have far more chance for this kind of vocational exploration than do those of the lower class. Part of the school's responsibility should be to give underprivileged girls more opportunities for fruitful vocational exploration—and this falls squarely in the province of the guidance department. Furthermore, cooperation with the public employment service can greatly expand the guidance department's potential for placement of this kind.

This brings me out of the counseling cubicle and the guidance director's office into the rest of the school system. Our best efforts in the cubicle and the office will fail if they run counter to the pressures generated by teachers and peer groups. Since it at least *seems* easier for us, as guidance people, to work with peer groups than with teachers, let us begin this part of our discussion there.

For girls, boys are highly significant peer group members and their attitudes toward girls' vocational aspirations will inevitably affect girls' vocational plans. Yet how rarely, if ever, do we bring boys and girls together in group guidance or group counseling sessions to discuss the changed vocational responsibilities of women and the relationship between these and the life planning of both boys and girls. I am inclined personally to believe that group counseling (that is, semiunstructured discussion in small groups), because it engenders more intimate and open discussion and allows hostilities and conflicts to come to the surface, can be more effective than group guidance (structured presentations and discussions with class-size groups) in which students may be more talked at than talked with.

Counseling of groups comprised of both sexes is used to explore and attempt to relieve the threats and tensions felt by both boys and girls about long-range vocational planning for girls. Boys are thus covertly encouraged to believe that marriage and motherhood are women's primary responsibilities, with vocational secondary rather than integral to the other two, and girls to feel that the socially approved avenues to personal identity and self-expression are the acquisition of a mate and the production of children. One unfortunate result of this is that boys accept vocation as primarily their responsibility and then in later life their egos are threatened by successful competition from female coworkers or by the economic necessity for their wife's employment. Another is that feminine use of childbearing as a means of self-expression contributes both to overpopulation and to the economic burden carried by families. I hope that the rise in the age for bearing the last child, reported by Mrs. Keyserling, does not mean that women are pursuing this route to self-expression for a longer period.

It is extremely important, however, that such counseling be carried on by both men and women counselors. If only the latter take an interest in this activity, its content is denigrated in the eyes of both boys and girls. Women counselors who desire to improve the counseling and guidance of girls must begin by enlisting their male counterparts in this effort. It cannot otherwise succeed for it is not the outcome of a war between the sexes which is at stake, but the evolution of a closer partnership between them.

Teachers, parents, college admissions officers, and employers are more difficult to involve in a concern for the vocational development of girls than are counselors. I know no proven recipes for these enterprises, although I believe they must be attempted. One potent aspect of teacher influence is sex of teachers in given subject matter areas and at given levels. Kagan has pointed out that so long as most high school science and mathematics teachers are male, girls will tend to regard these areas as adjuncts of the male role, and that so long as most elementary school teachers are female, little boys will, initially at least, regard school as a feminine domain.[19] Guidance people are not administrators, but there are avenues (such as staff meetings and conferences about individual students) through which they could persevere in bringing these facts to the attention of administrators, in hope that the latter might make greater efforts to change their sex patterns of recruitment. Other groups are also bringing pressure to bear; the guidance worker need not picture himself as engaged in a lonely struggle.

A very basic source of teacher influence on girls' vocational development is teachers' assumptions about sex differences in academic aptitudes. Girls frequently are not expected to do as well in the sciences and mathematics as are boys, and, conversely, boys frequently are not expected to do as well in the humanities and the arts as are girls. These expectations, covert though they may be, influence students' expectations of themselves. The growing (if still small) amount of attention being paid to this fact will, in time, I hope, modify these assumptions. Meanwhile, faculty discussions of the subject in general and of individual cases (here the guidance counselor has a definite chance to exert influence) and possibly some attention paid to it in in-service training could help teachers understand that sex differences in academic aptitudes are more a cultural artifact than a psychological phenomenon.

The extent to which the guidance counselor can influence the attitudes of parents concerning feminine roles, either through P.T.A. meetings or individual or family counseling, will vary markedly by social class, ethnic group, and individual parents. Perhaps the elements of a sound program consist of: (1) Identifying and reinforcing positive parental attitudes; (2) attempting to undermine negative attitudes, through approaches tuned to the family's own self-concept and aspirations, economic or social; and (3) having begun by identifying and encouraging the vocational preferences of the daughters, giving these preferences persistent support. The time and energy required just to keep abreast of vocational and educational opportunities should leave none left over for indignation at recalcitrant parents.

A basic problem related to parental attitudes is that, for many girls today, mothers do not provide functional role models. Girls may recognize and verbalize this, but we must not forget that the early identifications made with these role models are not easily eradicated by later knowledge and experience. Sometimes the role model works in reverse because the role model is not perceived to command desired attributes. This is the case with the lower class girl who dreams of a future devoted to housewifery because she shrinks from the thought of following in the footsteps of her overworked mother; for her the counselor must provide thoughtful counseling and many chances for vocational exploration if she is to perceive eventually that not all paid employment is drudgery. On the other hand, the middle-class girl may more seriously consider the place of vocation in her own life if she perceives her mother's as empty for lack of it.

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[19] Kagan, Jerome. "Acquisition and Significance of Sex Typing and Sex Role Identity," in Volume I, Martin L. and Lois Wladis Hoffman, Eds. *Child Development Research,* New York: Russell Sage Foundation, 1964.

The barriers which certain colleges and universities and professional schools and certain employers place in the way of girls' career plans have been so often discussed that I need not dwell on them here. Perhaps the best thing we can do, for the present, is to keep pushing for admission and placement. I wish we might be more free to publicize some of our experiences but I realize how unwise it would be to jeopardize future openings. Let me, just for the record, air two stories which concern two different schools at the same university. One concerns a girl who, while still 15, was admitted to the school of engineering. On the first day of her laboratory course the students were told that lockers for their laboratory equipment and clothes would be assigned later that week. But 2 weeks passed and she received no locker assignment. Finally she took the problem to her professor who referred her to an assistant who referred her to another assistant who told her he would be glad to assign her a locker if she wanted one, but they were in the men's lavatory. Last year this university's school of medicine was surveyed by a State commission regarding its policies on women students; the flat response was that they admitted very few and did not expect to increase the proportion because women got married and did not persist in the profession. Certainly we have all been vastly entertained of late by the dialogue going on between Yale and Princeton on the one hand and Harvard on the other regarding coeducation, but it is indeed encouraging to see Harvard's President Pusey and Dean Monro boldly taking the stand that they have. If we persist and if the girls who achieve a difficult admission or placement persist, this persistence and the widening base of public support for it will in time eliminate many obstacles of this kind.

We must not, however, overlook the crucial importance of the girls' persistence. Unfortunately, this persistence does not depend solely on our selection, in their junior or senior year, of girls whose academic record and tested aptitudes promise success in a given area. Career aspirations which have not been nurtured over a period of time are apt to prove ephemeral in girls, especially when the biosocial forces of courtship run counter to them. Furthermore, as mentioned earlier, girls are, generally speaking, not as competitive as boys, and they may withdraw from a strongly competitive academic situation. They need to be very confident of their own femininity if they are to achieve comfortably in such a situation. Part of our task as counselors is to help girls to comprehend that our larger society needs feminine qualities of thought and performance as well as do husbands and children; that the fact that their aptitudes enable them to do any work that a man can do does not mean that they will or should do it in exactly the same way; and that the difference between their way and a man's is a part of their contribution. And, as Bernard Shaw said, they need to learn that what they have to do is "not to repudiate their femininity, but to assert its social value; not to ape masculinity, but to demonstrate its insufficiency." [20]

I cannot close without saying a word or two about counselor education and the guidance of girls. The attention to this problem in the preparation of counselors is far too casual. We should be doing far more thon we are both in course work and is supervised practice and internship, to help students understand and work with psychosocial sex differences. We should explore and explode their dysfunctional assumptions about sex roles and about vocational plans and patterns appropriate to women. In addition, we should encourage our doctoral students to undertake and we should ourselves undertake more research in this area. There are many unanswered questions. Some of them, which relate directly to practice, I have already touched upon. Others include our need for more accurate knowledge of the vocational preferences and aspirations of disadvantaged and minority group girls; more detailed understanding of the influence of the mother as a role model on the daughter; more information about the inception of career development and the career patterns of women who have successfully combined marriage and vocation; a much more thorough analysis of the factors which motivate or inhibit career development in girls; and a far deeper comprehension of the nature and sources of sex differences.

All of us who counsel girls must find ways to give them a sense of the role and the value of vocation in their future lives.

I have, as I promised at the outset, emphasized the place of vocation in women's lives. I have done this not only because domesticity and motherhood have been for some time overemphasized, especially when one remembers that as full-time activities they may occupy no more than about a third of a woman's adult life, or because guidance counselors are supposed to be particularly concerned with vocation. Rather, I have placed my emphasis here because I believe that a healthy society depends upon a full partnership of the sexes as complementary, instead of equal or opposed, entities and individuals, and because too many women in our society have forfeited their opportunity for vocation and hence their opportunity for such partnership. If you doubt this, scan the women's pages of any newspaper. Let me share with you just one of hundreds of letters that women took the time to write to newspapers during a week when the United States was deeply engaged in the fighting in Vietnam and the voter registration drive was waging its bitter bloody contest in Selma, Alabama:

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[20] Watson, Barbara Bellow. *A Shavian Guide to the Intelligent Woman,* New York: W. W. Norton & Company, Inc., 1964.

> Dear Jill:
>
> I have two problems. How can I get the black marks off the back of the rubber pad in the bathtub, and also the black marks off the white lines between the bathroom tile and the shower?
>
> Rhoda S.

I cannot believe that a large proportion of the citizens of this most privileged nation are incapable of any higher level of commitment and concern. On the contrary, I believe that when we have learned how to tap the resources of women we will discover a richness in living for both sexes that is now beyond our imagining. I deeply concur with Laurens Van der Post, who wrote of his mother, then 75:

> It has often occurred to me that the heavy burden of bearing and rearing children—my mother reared thirteen—has, in a sense, been irrelevant to the deepest and most vital purpose of her life. I have never been able to believe that a woman's task in life is limited to her children. I can quite well conceive that in my mother, as with more and more women of our own day, there is an urge to creativeness which lies underneath and deeper, above and beyond the begetting of children. These women have a contract with life itself, which is not discharged by the mere procreation of their species. Men recognize and try to honour this contract in themselves as a matter of course. Their contribution to life vibrates with their passionate rebellion against the narrowly conceived idea that would restrict their role to that of protectors and feeders of women and children. They do not acknowledge and respect the same things so readily in women. Perhaps until they do the world will not see the full creative relationship that life intends there should be between men and women.[21]

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[21] Van der Post, Laurens. *Venture to the Interior,* Harmondsworth, Middlesex, England: Penguin Books, 1952.

WORKSHOP REPORTS

Dr. Bettina Weary, Chairman

The afternoon session was divided into two parts. The first part was a continuation of responses by the two speakers to problems and questions raised which had a bearing on their presentations.

These problems were general ones on such topics as helping girls plan for a reconciliation of dual roles, motivating girls to examine a variety of careers, the effects of automation, the effects of status and prestige on girls' career choices, the implications of role-model studies, and the need to extend guidance services into the elementary school and to provide additional opportunities for parental guidance.

Organization of the workshops

The discussion period terminated at 2:30 p.m. At that time the Chairman defined the pattern of the workshop groups by indicating that the chairmen previously appointed would move into assigned rooms with their recorders and workshop participants.

Participants of the conference included State directors of guidance services, counselors from the public schools, counselors of the State employment services, counselor educators, representatives of national organizations, and representatives from the Governors' Commissions on the Status of Women.

Conference participants were assigned to workshop groups by State except for the counselor educators who met as a separate group. The workshops for each State were chaired by the director of guidance services in the State department of education. The counselor educators' group was chaired by a counselor educator who had also been previously appointed by the Planning Committee. Representatives of the national organizations were allowed to choose their own workshop group, but once having made the choice were not permitted to join any other workshop. The recorder for each workshop was preselected at the request of the Planning Committee, by the chairman of each workshop group. A coordinator of the workshop chairmen selected prior to the date of the conference by the Planning Committee moved from group to group to bring individual workshop groups into an organized whole.

Each chairman of a workshop had received a list of the issues to be discussed prior to the conference. This not only served to provide a common focus for all the workshops but it offered the distinct advantage of allowing professionals involved in counseling girls to share experiences based on the unique problems of a particular geographic area.

Format of the discussion

The educational and vocational decisions, career development, and life planning of both boys and girls are affected by social class, socioeconomic level, ethnic group membership, academic proficiency, innate endowments, cultural expectations, and the effect of mass media. Although these variables may affect freedom of choice for both sexes, they are often perceived and used differently in the education and counseling of girls.

In spite of the recognition of the fact that the life patterns of men and women are and will continue to be different, counselors have tended to use the same approaches to counseling of both boys and girls without examining the basic issues which affect differentially the freedom of choice of girls. This conference served a twofold purpose: (1) To present the problem of counseling girls within its social context together with factual data to upgrade the information of professionals responsible for counseling girls; (2) to examine the issues involved in current practices and make recommendations for approaches which would bridge the cultural lag created by a society which continues to educate and prepare girls for the life patterns and needs of the past rather than the present or future.

The morning session was intended to fulfill the first purpose. The workshop groups were structured to achieve the second by examining specific evidence of each issue, exploring possible ways of initiating new approaches to and improving current practices in the counseling of girls. Each issue considered was thus examined in terms of its applicability as determined by specific evidence and then explored for possible avenues either of modifying or changing current practices. Discussion in all workshops was focused on eight issues: (A complete list of the questions discussed by the workshop groups will be found in Appendix B).

1. The extent to which and the ways in which parental expectations influence and circumscribe girls' preferences and choices in career decisions.

2. The extent to which curriculum offerings, recruitment programs, and occupational roles are creating sex differences in educational and vocational decisions.

3. The extent to which teachers' expectations, both conscious and

otherwise, may influence and reinforce the inherited assignation of the cultural milieu.

4. The extent to which girls' perception of the boys' attributed feminine role affects their choice of vocation.

5. The extent to which boys and girls are being prepared to understand that the responsibilities within the home and activities outside the home are not conflictual and can be integrated.

6. The extent to which girls are cognizant of the fact that it will be necessary for a large proportion of them to contribute to the earnings of their families.

7. The extent to which girls are being encouraged to examine the possibility of careers in fields not traditionally considered as women's occupations, but possible for qualified women.

8. The extent to which counselors' attitudes toward the feminine role are influencing the counseling process and the career development of girls.

The chairman of each workshop was responsible for directing discussions toward these eight issues. The time allotted to workshop discussions, however, proved insufficient, with the result that only the first four issues were discussed in depth. Subsequent to the evening dinner meeting, the recorders and chairmen met with the Chairman and Coordinator to receive instructions regarding the 10-minute oral presentations to be given in the meeting of the following morning.

Although issues can be divided into precise categories, a problem which involves societal attitudes, individual motivation, development of the self, and the individual's perception of the feminine role does not lend itself to fragmentation: to discuss one issue was to include all issues. Since the several State workshops centering about prestructured definitions of issues necessarily resulted in considerable repetition, it has seemed more practical to combine the reports of the individual State workshops around the issues discussed.[1] However, since the full report of the counselor educators' workshop was of a somewhat different nature, it is included as presented.

Synthesis of the Workshop Reports

Effect of parental influence

Parental attitudes, expectations, and aspirations are and probably will continue to be the major influence in the selection of careers. The influence parents exert on their daughter's career choices is affected by their own concept of adequacy in the educational and/or vocational world, by their perception of her obligation to the family and its hierarchal rank of feminine role values, and by their emotional involvement. This perception is further affected by socioeconomic class and ethnic group mores.

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[1] Inevitably lost in the reportorial process were the nuances of opinions, the sharp divergencies, the reflection of attitudes, and the individual stances of the participants which occur in a give-and-take discussion.

The counselor is thus faced with a task involving value changes. Yet, attitudinal changes are not easily achieved in human societies which resist change even as they produce it.

There was considerable agreement that girls need to gain a deeper understanding of their future roles within and outside of the home. They need to perceive a multiplicity of choices rather than a single choice restricted by a preconceived image of "the feminine role". To assume that this outcome can be achieved solely by counseling with girls is to negate our knowledge of the family's influence on choices. Counselors need to be involved in work with parents. Parents, particularly those of low socioeconomic level need factual information on the changed life patterns of women in our society. This would be augmented by information on scholarships and loans. Although inclusion of parents in individual counselor-pupil deliberations has always been considered to be a part of a guidance program, this service needs to be expanded with subsidized provision for evening and summer conferences. We may need to initiate career nights specifically for girls and their parents. We may need to have orientation programs for parents. However, the provision of information is not enough. The more basic problems of broadening the work horizons of girls and their parents and of providing stimuli intended to raise aspirational levels and to help bring about the necessary value changes seem to mandate provision for continuous group counseling with parents extending from elementary school to post-high school. Even more fundamental is our need for more research: Survey studies on parental attitudes, values, role emulation, and ethnic and class differences in the perception of the occupational role of girls.

Implicit in all these questions is an assumption that the counselor has a responsibility to intervene for change. Counselors have not usually been educated or oriented to the role of social intervention. To accept this concept would require a reexamination of our counselor-education programs, our counselor-role studies, as well as many of the assumptions underlying guidance services.

Counselor educators may need to examine the fact that knowledge of social sciences does not always result in effective understanding of people unless this factual knowledge is accompanied by some ideal model development for counselor behavior. Perhaps the most effective approach to this ideal model would be developed in field laboratories wherein counselors would work across the broad spectrum of life, including home, school, and society. This would be different from our present policy of restricting internships to school settings where the successful counselor role for the administrator is that of a good teacher's role. If the counselors entered the school with experience in the model setting, would it not be likely that the counselor could effectively bring about more adequate counseling services for all children in the school? This proposal for field laboratories is postulated upon the premise that counselors can do little when working alone to change the situation, while counselors, as a part of the helping team, can be very effective.

Effect of the curriculum

Relatively little attention has been given to the restrictive characteristics of the curriculum in reinforcing the concept that participation in occupations is limited by sex. We ignore the fact that some courses in school tend to increase sex differences in education. Many men enter the field of food service and yet would resent a counselor's suggestion that election of a home economics course might be related to this. So, too, rarely are girls with an aptitude in male-oriented occupations either encouraged or motivated to select curricular offerings related to this aptitude. To what extent are girls affected by the fact that the majority of their math and science teachers are male? To what extent do boys attracted to nursing or elementary school teaching reject the possibility of entering the field because it seems to be a female occupation? How can counselors make the most effective use of their knowledge about the erroneous sexual labels that have been attached to many courses of study?

This may imply provision for exploratory courses that ignore presumed differences in interests and aptitudes and focus instead on the varieties of ways in which comparable interests and aptitudes may be manifested in vocational pursuits. In addition to broadening course offerings for girls, the counselor may need to provide leadership for community study groups aimed at narrowing the gap between opportunities on a sex basis. These modifications are, however, limited to curricular offerings at the secondary level. Occupational information, with no emphasis on sex differences, needs to be introduced at the elementary level which will incorporate material on the social responsibility represented by the occupation and the dignity of all work.

Effect of teachers' attitudes

Much of our research seems to indicate that in matters of educational and vocational choice teachers rank second to parents in the significance of their influence. These influences may be consciously or unconsciously affected by their own stereotypes of the sex orientation of their major. As role models their influence is an untapped resource for:

1. Transmitting enthusiasm of their particular field to vocational aspirations for girls.

2. Searching for unique ways in which more emphasis may be given to the vocational significance of subject matter fields.

3. Using resource persons and materials from the State employment services in terms of careers related to their placement and testing services.

4. Planning a Business-Education-Industry Day to observe women at work.

5. Helping girls realize the need to consider their responsibilities both to home and society in planning for their future.

Teachers already carry the onus of many duties extraneous to classroom teacher assignments. Changes in their training program should be initiated which would result in a realization of the extent to which they, as significant adults in the child's educational world, influence choices. Counselors need to enlist teacher cooperation as a means of promoting deeper understanding of the child's point of view and of sharing insights for creating new experiences.

Effect of "the feminine role"

The complications of the masculine and feminine roles and expectations need careful consideration. We need to appraise the human development aspects of our educational program to ask if this behavior is learned. We need research in the area of psychosocial development. If we find that most psychosocial differences are learned, then those behaviors associated with these artificial differences would be open to change.

One can invite successful women to appear for a group conference on a particular occupation. One can use slides, films, tapes, or role-playing to project the image of women in all occupations. One can devote group guidance or multiple counseling sessions to the changing masculine and feminine roles. However, these are informational techniques and the extent to which they are effective will depend on readiness for receptivity and both boys' and girls' perception of interrelationships. We are aware of the influence of peer groups and the fact that boys and girls usually live and act according to role expectations. To effect understanding and acceptance of changing roles implies that counselors will take the lead in developing programs to help both boys and girls communicate more freely and thoughtfully on the subject of feminine responsibilities. This implies a counselor skilled in group counseling and effective in bringing about changes in curriculum and modification of school and parental attitudes. It also implies a counselor who has faced his own biases and prejudices regarding "the feminine role."

Integration of responsibilities

In a child-centered society, one often assumes that the responsibilities of women must be viewed on an either-or continuum. Either women marry and choose the career of homemaker or they remain unmarried and have a career. There is a tendency to view with mistrust any activity which removes the mother from the sphere of home activities. The assumption is that if women engage in activities outside the home, they cannot fulfill adequately their responsibilities to the family. Women's responsibility to society is thus fulfilled through a limitation of possible spheres of activity and talent while men's responsibility to society is fulfilled through expansion of spheres of activity and increasing use of talent.

For women, the responsibility to home and children has always taken precedence over responsibilities outside the home. Although their role is changing, they will continue to fulfill their nurturing needs and functions. Girls, however, are going to continue to marry at a younger age than in the past. A great majority of them will not wish to continue in the labor force while their children are young. During this period they need to plan for reentry into the labor force by keeping their skills updated. Their reentry may be on a full- or part-time basis. They may choose to use their skills as active participants in community activities. The important factors are that they have genuine freedom of choice, that there be available adaptations of present working structures to permit the use of their skills, and that counseling services be available to them not only during adolescence but during adulthood.

It has been a fairly common practice for girls to consider jobs and boys to consider careers. Both boys and girls often act in terms of each other's expectations. Girls usually respond to situations in the manner they think boys expect and want them to act. Both boys and girls are the products of their identification with role models who seem to them to possess the desirable attributes of power over the environment. Girls who perceive a dual role as irreconcilable will be reluctant to essay it. Boys who perceive a working wife as a concrete example of their failure in the masculine role are reluctant to have them essay it. Feelings in this area are often determined by the socioeconomic group to which the child belongs and by the anxiety and concern over the effect of the working mother on children. Yet our research studies and practices in other cultures would seem to indicate that the effect of the working mother is often salutary rather than harmful. We need additional studies on the implications of changing sociological patterns upon the girls and young women in our society.

What seems indicated is not so much dissemination of information, although certainly this is important, as more active involvement by counselors, youth groups, clubs, and other organizations to help both sexes understand the problem.

Problem of economic need

Many adolescent girls continue to make future plans on the assumption that marriage will terminate permanently their participation in the labor force. For some this will still be true. However, the major proportion of women now in the labor force need for themselves and their families the money which they earn—for necessities to raise familial standards of living, to help with the costs of providing advanced educational training for children, or to meet medical expenses. It is doubtful that many of them have considered this factor as a reality which will affect their lives. Adolescent boys either do not see this reality or their self-esteem is threatened by the possibility. Boys of lower socioeconomic classes often view the assumption of household chores on their part as threatening their masculine role. Those of middle class often perceive moonlighting or long hours of overtime at premium pay as the only alternative availabe and thus deny themselves the pleasures of parenthood and often impair their health. We have been concerned with the effect of the working mother on the family. We need to be equally concerned with the effect the enforced absence of the father may have.

Both boys and girls need to be exposed to information which reflects a more accurate prognosis of the extent to which economic necessity will affect their future plans. The dissemination of information will not suffice unless boys and girls have an opportunity to explore together in groups their joint responsibilities to the family as these will be affected by provision for family needs.

Restrictions of career choices

Girls continue to choose those vocations which have been conventionally considered women's occupations. We know little of what motivates them to do this. Some of this may be because these occupations are highly visible to them. They may see the possibility of moving into a status position. They may restrict their choices because of either imagined or real barriers. They may be motivated by occupational stereotypes.

Many girls are making occupational choices on the basis of outdated occupational information which often limits data to the percentage of women employed and uses illustrations featuring male models. The curriculum and the materials we use have emphasized the male occupational role. There is a definite need for occupational information to be presented to girls at the elementary school level and to use to better advantage the pseudo-career drive which occurs in junior high.

The materials we are now using, however, are not oriented to breaking occupational stereotypes for both boys and girls. Society would benefit from more male elementary teachers, from more male nurses and social workers. The task involves the preparation of new materials with updated factual materials which do not stereotype occupations by sex. Employment counselors need to seek the cooperation of local employers in placing women in jobs previously closed to them. Women in the community who have been successful in occupations traditionally considered male can be used effectively in group conferences or in career nights focused on careers for girls and their parents. Sociodrama, visual aids, field trips, and many of the techniques used in group guidance can be used effectively by all organizations working with youth.

Counselor's effect on the career choices of girls

The socioeconomic changes taking place in today's society put additional responsibilities on the school counselor to assist each girl to prepare for living and earning in the world of tomorrow. Long-range planning for vocations, rather than planning for the immediacy of a job, is imperative if effective counseling of girls is to become a reality.

Many of our current practices ignore the reality of this difference in the life patterns of work of boys and girls. For example, our followup studies of graduates are often done within the first 5 years after graduation. For girls, a followup at later points would more accurately reflect the changing life role of American women.

Many of our research studies seem to indicate that students perceive counselors as concerned primarily with college placement. The counselor's model needs to warrant the student's identification with that model. We do know that college students seeking a counselor-education major do so because of a fruitful experience with a school counselor. What are the positive and negative effects of the counselor as a role model?

An examination of the recommendations for improving counseling service for girls that resulted from this conference seems to indicate a careful reassessment of counselor-education programs. There are implications which could have far-reaching effects on the counselor's role. There is evidence of the need for greater cooperation among employers, employment agencies, community resource agencies, and the high school. In many States teaching experience is a prerequisite for guidance certification. Should there not be more reciprocal exposure in professional curricula for both counselors and teachers?

Counselor educators may need to provide more experiences designed to help the counselor-in-training understand his own behavior and attitudes and the effect of these on others. Detailed and adequate information regarding psychosocial sex differentiation is a must for every counselor. This information will need to be developed since it is generally not available now. The need for research is imperative.

The effective use of womanpower in our society has universal ramifications. Because of this, meetings should reflect a universality of representation rather than the customary delimitation of professionals with the same focus. Workshops similar to this one should be held at State and local levels and should be part of the programs of State branches of APGA or of other State associations of guidance.

Report From the Counselor Educators' Workshop

Prologue

Any report that is submitted from a meeting attended by counselor educators should begin with a prologue. Counselor educators have a few favorite topics which in other more primitive cultures would probably be considered under the heading of fetishes. We apparently please the small gods by the relatively simple procedure of loudly uttering our opinions from some position which appears undisputable to us. Among these topics are: a) School administrators' always seeming to be in the way of the good work that the counselors could perform if the administrators were not present; b) teacher certification or teaching experience requirements as barriers to our efforts to educate the counselor; c) the need for a better educational base for all counselors—the ideal, of course, being a liberal education just like the one each of us has obtained; and d) the efforts of other groups to steal our thunder. If we could just be left to outline and define our counselors' role, then the product would surely be of a superior quality. Now this is undoubtedly an overstatement of fact, but it will tend to put into focus our discussions concerning the first four of the questions submitted for consideration. The threads of these four topics are woven through this report.

Responses to the four questions

You will note that with the usual college professor's approach to problems we have answered most of the four questions presented to us with more questions:

Question 1: What is the influence of parental expectations on the life planning of girls?

Counselors are faced with a task requiring a value change when they approach parents regarding the life plans of their daughters. The counselor should probably make the initial contact in this discussion of plans and should have the responsibility of carrying this on to some successful conclusion if the girl desires such continuation of the counselor's efforts. The form that this help could take would be the resolution of some of the discrepancies that exist between the parental expectations and the girl's own desires. Do our programs for the education of counselors help to make them aware of this area of value change and the methods that might assist in the reduction of some of these difficulties?

The sequence of courses in most counselors-education programs usually presents methods and techniques for counseling, followed by theory. Is this the correct approach when the ability to work with value changes has a base in theory which must come before any counselor can develop adequate techniques? In the 2-year programs this reversal is also evident.

Teacher education could be a hindrance to the development of counselors who might effectively change attitudes and values. This is true because of the rightness and wrongness of things in teachers' eyes when the only position that seems effective in value change is one which assists the person to explore values, with a minimum of evaluation.

Does knowledge of psychology, sociology, and other sciences give counselors a base for effective understanding of people? The most obvious answer is No *unless* this factual knowledge is accompanied by some ideal model development for counselor behavior. Perhaps the most effective approach to this ideal model would be developed in field laboratories wherein counselors would work across the broad spectrum of life including home, school, and society. This would be different from our present policy of restricting most counseling practicums in school settings where the successful counselor role for the administrator is that of a good teacher's role. (If the counselors entered the school with experience in the ideal model setting, isn't it conceivable that the counselor could effectively bring about more adequate counseling services for all children in the school? This recommendation for field laboratories is postulated upon the premise that counselors can do little when working alone to change the situation, whereas counselors working as part of the helping team can be very effective.)

Is it possible that in our rush to take the teacherlike quality out of the counselor that we may have overlooked the fact that the teacher may still be the most effective value-change catalyst in the school? If the answer to this question is Yes, then we should begin to assist teachers in the development of more effective value-change plans. Where does this path lead us? The answer is clearly that of a crusader who actively intervenes in the school life of the community. Is this social intervention within the province of the counselor or for that matter within the province of the school? If we answer Yes to both aspects of that question, then are we simply manipulators of the school environment rather than counselors? Is the community ready to accept this changed expectation of the school which would upset the style of life that was present? We must assume that the public would answer Yes, since the school has traditionally operated on the assumption that education was a form of planned social intervention. At least this is true in the sense that the American communities are willing to provide this setting in which they know that the values of their children will be changed.

The counselor's unique contribution may be his ability to allow the idiosyncratic nature of the child to be explored. Is the goal of the counseling session to be defined as the development of psychological freedom within this idiosyncratic nature? This psychological freedom is to be defined in terms that imply the right of the individual to explore his own psychological domain and then to use these findings in the solution of those situations which call for behavior above the habitual level.

Counselors must work within the system from which the child comes, as well as from the counselor's own system of life. We need to know the extent of the influence of the counselor's life system and that of other parts of the child's life which enhance or inhibit the counselor's work. Psychological freedom is the goal of counseling. The counselor should be the person who helps promote maximum psychological freedom. This, however, is true only so long as we talk about counseling to the exclusion of many other activities of the counselor.

Does this mean that we need counselors who do more than counsel? Should the counselor be free from the system—free from any of the restrictions placed upon school teachers? Perhaps we need a person designated as director of guidance who would enlarge that position to contain many of those activities of the counselor that are now considered as guidance. With such a position the counselor would be free to pursue those goals consistent with his education and not be a catchall for activities that the principal feels should be located in the counselor's office. All of these questions can, it appears, be minimized by a counselor who has developed a systematic point of view which allows the counselor to do the defined job adequately.

Question 2: To what extent do curricular offerings reflect differential treatment of boys and girls?

Both the structure of the school systems and the curriculum exclude girls from certain areas of studies; boys, from others. Sex is still the most influential factor in the determination of the course of study which will be completed by either the boys or the girls. Doesn't the counselor have some responsibility in determining what a student will study? (This is not to be confused with the assignment of courses.) How can the counselors make the most effective use of their knowledge about the erroneous sexual labels that have been attached to many courses of study—for example, commercial courses for girls, science courses for boys? Perhaps a start could be made if information known by school personnel could be given to the child. In that vein, the materials presented at this conference should be available to all counselors working with girls.

What can we, the counselors, do in working with girls when we know that the pull of the curriculum is opposite from the direction in which the girls should be going? How does a counselor effect change in curriculum? Does he have a right or obligation to bring about change? This group agrees that the information possessed by the counselor because of the unique school function exercised by the counselor should be available to groups studying curricular changes. This probably means that the counselor should be an active member of any committee appointed to study curriculum.

Question 3: Do the expectations of teachers influence and constrict life plans of girls? and

Question 4: What is the effect of the feminine role as defined by boys and girls and their teachers?

If we answer question 3 with Yes, does that mean that teachers need counselors? Can the school counselor be this counselor?

The case conference is one device that would approach a level of teacher-counseling if two points are made: 1) The adult in the child's educational world needs to understand the behavior of the child as it is seen from the child's point of view, and 2) Any assistance the child receives will have to come from a team of persons educated to provide this help. This team includes the teacher and counselor working with the child and parents.

Would it help if video tapes were made of each teacher in the teaching role? The tapes could be used to examine the teacher behavior with the idea of allowing the teachers to assess their own teaching and to assist in the investigation of those actions which were inhibiting full student growth. How could we use such a device in light of teacher aversion to evaluation? We would need to approach such an evaluation as an effort to help define teaching expectations and then explore to what extent the demonstrated behaviors meet this expectation. How many counselor educators would submit to this evaluation? The threat would be great but it should be remembered that threat opens the way for attitude assessment and changed behavior.

If counselors are the experts they claim to be, then shouldn't they know how to use many of the devices presently available to assist teachers to develop an adequate understanding of their classroom behavior? What would be the impact if all counselor educators participated in teacher education?

Could the counselor work through homerooms to assist in changing the influences upon the lives of girls? Perhaps if a counselor were assigned, say, from six to eight teachers to supervise the counseling activities of the teachers, the counselor could then provide that help needed by each teacher to fully understand the student's classroom behavior.

Should each team of teachers engaged in team-teaching activities have a counselor working with them? Do we need to look again at teacher guidance? Who does have the responsibility for the guidance function? The rapid change in the principal's role makes that office less efficient in guidance.

Are counselors aware of the low position they hold in the child's important-adult system? If they are, why aren't efforts made to change this perception? Perhaps counselors need a confrontation by their clients. The counselor model needs to warrant the student's identification with that model.

The complications of the masculine and feminine roles and expectations need careful consideration. We need to look at the human development aspects of our educational programs to ask if this behavior is learned. Just what is our knowledge level in the area of psychosexual development? If we find that most psychosexual differences are learned, then those behaviors associated with these artificial differences would be open to change. At present, we do not know.

Do we need more studies regarding the place of information concerning women in the work world for use in the counseling activities? Should this be of a longitudinal nature?

What should the counselor do to assist in group counseling? This activity is particularly effective when we want to explore the role expectations of boys and girls. Does the counselor have a specific role in understanding the change which would be expected from group counseling? How should the changes in sex-role definitions be given to the administrator so that he can change the course offerings of the school to fit the new definitions?

Summary

1. Counselor educators should have an impact not only through their basic role in counselor education but through their participation in the total educational effort. The competencies of counselor educators should be used to enrich the teacher-education programs in help-

ing teachers become more aware of the psychosexual differences and the special problems faced by women in our society. This statement recognizes that counselors cannot do the job without informed teachers.

2. Counselor educators also recognize their responsibility for reexamination of the college programs to see that information relating to both psychosexual and vocational development of women is adequately treated.

3. In addition to the point in item 2, it is recognized that problems relating to women's role in our society cannot be dealt with unless we examine such factors as social class, socioeconomic level, and ethnic group membership.

4. Counselor educators believe that to do their work effectively in the area of understanding the problems of girls and women, additional information should be provided by organizations such as the Women's Bureau of the U.S. Department of Labor, the Office of Education of the U.S. Department of Health, Education, and Welfare, and other interested organizations. These information sources should collect and interpret data in such a manner that counselors will be able to make the most effective use of the information at each of the various age levels, especially as this information applies to the development of girls and women in all coach areas.

Suggestions From the Workshop Groups

For counselors:

1. That counselors consider the communication to administrators of information concerned with the need for curriculum change and that they participate actively on curriculum committees as part of their responsibilities.

2. That counselors implement the counseling function by involving teachers frequently in case conferences and other team approaches designed to help in understanding individual students.

3. That counselors initiate parent conferences both in groups and individually at frequent intervals throughout the educational processes to help parents understand the changing role of both men and women and the multiplicity of choices involved in the career decisions of girls.

4. That counselors make provision for the dissemination of information about loans, to parents as well as students.

5. That course titles (such as home economics and industrial arts) be changed to encourage the selection of courses by interest rather than by sex.

6. That counselors use group counseling with coeducational groups to explore attitudes and expectations as well as give information on the changing roles of men and women in the present world.

7. That women who have achieved success in occupations usually considered exclusively male, who have successfully integrated multiple responsibilities, and who are appealing role models be used as resource people for group conferences on vocations or in career nights for girls and their parents.

8. That State employment service counselors seek the cooperation of local employers in placing qualified women in jobs previously closed to them.

9. That financial assistance for employing qualified counselors at the elementary level be sought.

10. That counselors enlist the cooperation of local mass media in changing the present image of the successful woman and make available appropriate materials for their use.

11. That administrators and local communities be encouraged to work toward a more realistic counselor-pupil ratio which will permit more counseling time with both parents and students.

12. That counselors continue to strive for closer coordination and cooperation with the State employment security division in disseminating factual and descriptive information concerning job opportunities and interpretation of aptitude test profiles.

13. That summer counseling services for parents be encouraged and made available and consideration be given to making special financial assistance at the national level available for this service.

14. That the addition of vocational education courses in the curriculum be encouraged.

15. That factual information be disseminated regarding the advantages of remaining in school and postponing marriage until necessary skills for some type of employment have been acquired.

16. That dropouts be referred to the local Neighborhood Youth Corps or to the State employment service which will encourage them to return to school or secure comparable training.

17. That more intensive counseling with all girls and particularly those in the lower socioeconomic level be provided.

For counselor-education programs:

1. That field laboratory experiences for counselors-in-training, which would not be limited to school situations, be part of the counselor-training program.

2. That counselor educators experiment with the development of an ideal role model for counselor behavior.

3. That counselor educators participate in teacher-education programs to help teachers become more aware of psychosocial sex differences and the special problems of women in our society.

4. That counselor-education programs make provision for instruction on psychosocial sex differences and vocational development of women.

5. That examination of factors such as social class, socioeconomic level, and ethnic group membership as they relate to women's role in society be incorporated in curricular offerings.

6. That counselor educators initiate the development of longitudinal studies on women in the world of work for use in counseling activities.

For other organizations:

1. That the Women's Bureau and the Bureau of Labor Statistics of the U.S. Department of Labor, the Office of Education of the U.S. Department of Health, Education, and Welfare, and other national organizations assume the responsibility for the collection, interpretation, and distribution of materials (such as those of this conference) to all counselors of girls at different educational levels.

2. That workshops be provided in State employment services and other youth organizations to give them information on techniques of advisement and group procedures adapted to their function.

3. That subsidies be provided to finance evening conferences with parents and out-of-school youth.

4. That the Bureau of Employment Security investigate the effects of stereotyped occupational aptitude patterns which apply only to males.

THE CONCERN OF THE GOVERNORS' COMMISSIONS ON THE STATUS OF WOMEN FOR THE DEVELOPMENT OF EDUCATION AND COUNSELING

The dinner meeting on February 26 was focused on the work of the Governors' Commissions on the Status of Women in the States represented in the conference. Three chairmen were able to be present. The Honorable Esther Saperstein of Illinois, Dr. Eunice Roberts of Indiana, and Dr. Kathryn Clarenbach of Wisconsin presented oral reports which related the work of the Governors' Commissions in their States to the work of the conference. This summary includes not only the reports of Illinois, Indiana, and Wisconsin but also summary statements from those States whose representatives were unable to participate but who have submitted reports.

Illinois

The Committee on Education considered the various stages of the educational process as they relate to the special needs of girls and women.

Elementary education

Due to the rapidly changing role of women in the work force, it is important that girls early gain insight which will aid them in planning realistically for their futures, both in their continuing roles in the family and in probable vocational activities.

Since the age of marriage has been moving downward to the earliest in recent history, there is grave need to provide education even in the elementary school for home and family life. Besides earlier marriage, urban living increasingly requires that the ability to form better interpersonal relationships and similar skills be taught young people.

Secondary education

At the secondary school level, where decisions about college and career choices are made, it is doubly important that educators continue to develop higher expectancies for girls and women. Young girls must feel that their educations are important; that their educations are necessities, not niceties, in the complex society in which they live. A girl dropping out of high school or failing to go on to college when capable lowers her potential contribution to society, whether she marries or goes into the job market with less than adequate job skills.

Secondary schools need to develop more and more varied vocational and technical education for women, especially since early marriage is more likely to occur among noncollege-bound students.

Because marriages are occurring earlier and because the family unit is still the strongest safeguard of a nation, high schools should incorporate more family-life education for young women *and men* into the curriculum. More consumer economics, home management, and family relations should be taught.

In more subtle ways, the secondary school can demonstrate its faith in the values of a woman's education by employing women counselors and by encouraging women—especially married women—to advance to principalships and superintendencies, thus providing role models of women who successfully combine marriage and work and demonstrating the complex multiple roles women fill.

College and university education

Colleges have been slow to meet the needs of women by failing to recognize that the timing of a woman's education may be different from that of a man. Many women interrupt their educations when they marry. A recent study completed at the University of Illinois shows that many wives of students want to continue their own education but face obstacles that could be surmounted. Some of them are: Lack of scholarships and other financial aid to women for part-time as well as full-time study; lack of flexibility in scheduling to permit married women to adjust their programs to those of their husbands, their jobs, and their children's needs; and lack of child care centers at low cost.

Young women need expanded counseling services to help them plan long-term goals and combinations of roles in the complex society in which they will live. Older women need supportive counseling as they reenter college programs now predominantly youth centered. In addition to providing a more accepting climate in the present college, there is a need for colleges and universities to experiment with new schedules, new media, new patterns; to approach the problem from new directions and to design education which fits women's differing life patterns. For instance, they should provide greater interinstitutional acceptance of transfer credits, wider use of proficiency examinations, wider acceptability of part-time study, and greater use of evening classes, especially at State institutions of higher education.

Counseling

There is a generally accepted need for counseling at all educational levels today. Because of its special relevance to the needs of girls and women, it is stressed in this report.

Counseling needs to begin early; it can help girls understand and plan for the complex patterns of their lives. Girls need to see that the establishment of adulthood, of self-identity, or family role, and of occupation are all components of their lives. Because women's role in the work force is expanding and because young women will live lives different from those of their mothers, counseling can assist them as they face cultural bias and conflict of role.

There is also need for counseling for those women who are reentering employment after being at home during childbearing years, and for older women adjusting to widowhood, or women reorienting their lives after divorce so that they may plan to live usefully and meaningfully over that lifespan which is now almost 7 years longer than that of men.

Summary of recommendations

1. Augment the State scholarship program to include adults who wish to begin or resume their education.
2. Establish statewide counseling and information centers for women who wish to return to education or the work force.
3. Examine and adapt educational policies and regulations to the needs of women.
4. Include in labor statistics more data concerning women in the labor force.
5. Urge industry to provide training programs for women employees.

The Honorable Esther Saperstein
Chairman, Illinois Governor's Commission
on the Status of Women

ILLINOIS GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN

COMMITTEE ON EDUCATION

Commission Members:

Dr. Frances Whitehead, Chairman
Professor, Business Education
Western Illinois University
Macomb, Ill.
Res. 314 West Washington
Lewistown, Ill.

Representative John J. Donovan
148 West 112th Place
Chicago, Ill.

Senator Madge Green
509 West Grand Prairie
Palestine, Ill.

Consultants and Resource Members:

Mrs. Robert Aronson
4300 North Marine Drive
Chicago, Ill.

Mrs. Claude Barnett
3619 South Parkway
WNUS—Radio and Communications
Chicago, Ill.

Mrs. Ruth Bergman
1617 East 50th Place
Chicago, Ill.

Mrs. Robert E. Cherry
4300 North Marine Drive
Chicago, Ill.

Mrs. Carol Connor, Dean of Women
De Paul University
25 East Jackson Boulevard
Chicago, Ill.

Mrs. Dorothy Crouse, Dean of Women
Aurora College
Aurora, Ill.

Mrs. Sidney Deutsch
200 East Chestnut Street
Chicago, Ill.

Mrs. Edna C. Hickey, Director
Bureau of Teacher Personnel
228 North La Salle Street
Chicago, Ill.

Mrs. Irving Margolis
National Council of Jewish Women
6419 North Knox
Lincolnwood, Ill.

Dr. Marjorie F. Mills, Principal
Flower Vocational High School
3545 Fulton Boulevard
Chicago, Ill.

Mrs. Aaron Osri
B'nai B'rith Women
4855 North Drake
Chicago, Ill.

Mrs. Robert C. Pebworth
League of Women Voters
14115 South Wabash Avenue
Riverdale, Ill.

Mrs. Mary Satinover, Coordinator
Continuing Education for Women
Extension Division, University of Chicago
64 East Lake Street
Chicago, Ill.

Mrs. Margaret Sheehan
Director of Nursing Service
University of Chicago Hospitals and Clinics
950 East 59th Street
Chicago, Ill.

Dr. Miriam A. Shelden
Dean of Women
University of Illinois
610 East John Street
Champaign, Ill.

Sister Mary Ann Ida, B.V.M.
President, Mundelein College
6363 North Sheridan Road
Chicago, Ill.

Mrs. Mary-jane Snyder
Planned Parenthood Association
620 Forest Avenue
Wilmette, Ill.

Mrs. Frank G. Sulewski
9857 South Calhoun
Chicago, Ill.

Mrs. Margaret Walters
Director of Social Services
Chicago Board of Health
54 West Hubbard Street
Chicago, Ill.

Mrs. Florence Wilkinson
Illinois State Employment Services
321 South State Street
Chicago, Ill.

Mrs. Harry Wenig
1621 West Lunt Avenue
Chicago, Ill.

Miss Barbara Zick
Counselor for Women
Western Illinois University
Macomb, Ill.

Indiana

The Education Committee of the Indiana Governor's Commission on the Status of Women worked for about a year assembling information, discussing facts, problems, and opinions; reported from time to time to the Commission for guidance and suggestions; and finally developed and reported five recommendations to the Commission which the Commission in turn accepted and adopted as its own recommendations.

The committee often expressed a sense of frustration that they found it difficult to determine what the full facts were about the education and guidance of girls and women in Indiana. The lack of available information is reflected in their recommendations. In spite of this, however, they were able to provide the Commission with a substantial body of information and experienced judgment upon which to base recommendations.

A quotation from the report of the committee will show the philosophy which underlies their approach to their work:

> It is because this committee anticipates that the magnitude of the problems of the sixties and seventies will demand that women contribute as they never have before, if we are to understand what is happening to our world and function so as to avoid disaster, that we advocate measures to (1) assure all Indiana girls and women the opportunity for a continuing education throughout their lifetimes; and (2) offer them encouragement and guidance so they will be able to select and profit from those educational opportunities best adapted to their individual needs and abilities.

Their study showed the situation in Indiana to parallel closely the national picture. Although larger numbers of women are attending and being graduated from colleges and universities, the percent of able women continuing education beyond high school is lower than that of men. This is more strikingly true at the graduate level and in the professions, where the percent has actually decreased in the last three decades compared to the percent of men. Those women who do go on to high levels of education tend to concentrate on certain fields and to avoid others.

Manpower needs continue to increase, especially in areas requiring high ability and a high level of education. In these fields we are faced with grave shortages and meager prospects for meeting fully our future needs.

In seeking answers to the question, "What can be done to educate and train women to meet the needs of their many roles including salaried and/or volunteer worker as well as wife and mother?", the committee considered three areas: Counseling and guidance, continuing education, and the motivation dilemma. The committee felt it achieved only partial answers, and that more research and study are needed to provide fully the opportunities we seek both for society and for individual women and their families, work which the committee, operating without funds or staff, was unable to complete.

Because of this need, the first recommendation of the Commission is:

Recommendation 1

Adequate financing be provided by the Indiana Legislature for conducting surveys and statistical analyses to determine the needs of, and available opportunities for, educating girls and women in Indiana.

The committee expressed the belief that the status of women can be elevated in both the short and the long run if women take advantage of educational opportunities presently available and that adequate counseling and guidance below the college level would provide a rational and realistic framework from which choices can be made.

Indiana is fortunate in having well-qualified counselors in many of its schools, but three major problems do exist: (1) Shortage of personnel; (2) distribution of existing counselors (Information from the State Department of Public Instruction provides clear evidence that the areas most in need of effective guidance personnel are those with the greatest shortage.); (3) many qualified counselors are assigned time-consuming noncounseling administrative duties, thus "robbing" students of counselor time available.

Recommendation 2

Provide counseling and guidance services at all school levels and particularly in areas where the need is greatest. The accepted standard of one full-time counselor for every 250 to 300 students should be adopted, with increased efforts being made to attract superior people into the guidance field through higher pay and status, and educating them to the changing roles of women in our society.

Recognition of several factors, including the increasing lifespan, the tremendous advancement of knowledge, the early marriage of women and their multiple roles led to the conclusion that the old status quo of rigid scheduling in education should no longer prevail. The committee urges a variety of modifications and adaptations in the planning of women's education. Indiana is fortunate to have colleges and universities which have been operating to insure women opportunity for higher education, although their programs may not be labeled Continuing Education Plans. Concern is that these facilities not only continue but that they be expanded.

Recommendation 3

Indiana's educational institutions of higher learning and those involved in a variety of training programs should modify and adapt their curricula to the changing needs of women. In addition, *regular* continuing educational opportunities should be available to Hoosier girls and women in order to encourage them to seek an education which could then provide the State of Indiana with additional trained manpower.

The next recommendation of the committee was based on evidence that women's abilities are as high as men's, but that even highly educated women have generally not achieved and produced at as high a level as men of parallel ability and preparation. Of significance are women's own motivations, which are undoubtedly influenced by society's—and especially perhaps men's—expectations for women's achievement.

Recommendation 4

Provision of research funds to study the goals, values, and expectations of Indiana's girls and women, as well as those of their parents, counselors, teachers, and employers, in order to understand motivation, undoubtedly a *sine qua non* of education.

The final recommendation of the committee was considered important not only for their own work but for the work of other committeees of the Commission. They felt that implementation of the current work of the Commission requires the immediate establishment of a clearinghouse to provide materials and information to women about their new roles; the difficulties and conflicts they may experience; and sources of assistance through education, community involvement, or employment. Gains would accrue to individual women but also the State of Indiana would reap many rewards.

Recommendation 5

The establishment of a clearinghouse for the dissemination of materials and information to girls and women in Indiana, many of whom

are already encountering difficulties and conflicts caused by the changing dimensions facing today's and tomorrow's women.

DR. EUNICE C. ROBERTS,
Chairman, Indiana Governor's Commission on
the Status of Women

INDIANA GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN

EDUCATION COMMITTEE AND CONSULTANTS

***Dr. Evelyn Perloff, Chairman**
Purdue University
West Lafayette, Ind.

Mrs. Marie Conner
Indiana Employment Security Division
Indianapolis, Ind.

***Dr. Richard Hall**
Sociology Department
Indiana University
Bloomington, Ind.

***Mr. Lewis Nicolini**
Director, Indiana Employment Security Division
Indianapolis, Ind.

Miss Helen Schleman, Dean of Women, Purdue University
West Lafayette, Ind.
(Also a member of the Committee on Education of the President's Commission on the Status of Women.)

***Prof. Margaretta Tangerman**
Valparaiso University
Valparaiso, Ind.

Dr. Jerry Weisbrodt
Head, Measurement and Research Center
Purdue University
West Lafayette, Ind.

***Mrs. William Wilson**
1301 North Bolton Avenue
Indianapolis, Ind.

***Members of the Commission.**

Michigan

The first recommendation of the Education Committee was an immediate training program to provide enough counselors for full-time guidance of students in elementary and secondary schools.

The next recommendation was that present counseling and guidance programs be stepped up in elementary and secondary schools for the purpose of better preparing noncollege students for their roles in the home, the community, and the work force.

The present ratio of counselors to students in our secondary schools is around 1 to 400, an obviously inadequate number. The need for counseling services exists for all ages from elementary school up; for the mature women returning for training or retraining; and for those needing special types of training other than college. This need is being increasingly recognized, but this recognition must become more widespread. Knowledge by expert counseling and guidance personnel of the *total* resources available for both the college and the noncollege students through Federal or State and local community programs could better prepare students for their role in the home, the community, and the work force.

Summary of other recommendations

1. Posting at all public schools in Michigan of scholarships available under State and Federal grants and foundations for higher education.

2. A public relations program wherein the Michigan Employment Security Commission would fully publicize occupational training and re-training programs available to women under the Manpower Development and Training Act and the Area Redevelopment Act.

3. The elimination of unrealistic age ceilings for eligibility in training programs including nurse aides and registered practical nurse programs.

4. The creation of more community colleges throughout the State and the addition of technical training for women to the programs of existing community colleges.

5. Tailoring of curricula to fit the needs of potential dropouts, including both home economics and vocational training courses.

6. Appointment of a woman in the Michigan Department of Labor

charged with the responsibility of women's affairs and the development of programs to fill unmet needs.

7. Promotion of stronger family-life education in the public schools. (This would naturally include counseling.)

MRS. PAUL GOEBEL,
Chairman, Michigan Governor's Commission
on the Status of Women.

MICHIGAN GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN

Chairman	**Mrs. Paul Goebel**
Vice Chairman	**Miss Lucille J. Kapplinger**
Secretary	**Mrs. Wilber M. Brucker, Jr.**
Executive Secretary	**Mrs. Howard P. Leonard**

COMMITTEE ON EDUCATION

Mrs. Conrad Johnson, Chairman
1670 Langeland
Muskegon, Mich.

Mrs. Kenneth B. Stephens
2476 North Scottsville Road
Scottsville, Mich.

Miss Kay Eyde
Room 15, Kellogg Center
Michigan State University
East Lansing, Mich.

Missouri

Early in its history the Missouri Governor's Commission on the Status of Women established four major topics for study and action: Women in the Home and in the Community; Women at Work; Women as Citizens; Women and Education.

The Committee on Education considered the following topics for selection of priorities:

1. Education of women to accept women in status positions.
2. Need for adult high schools in urban areas.
3. Selection and training of counselors.
4. Continuing education beyond the high school.
5. Status of women in institutions of higher education.
6. Followup study of college women.
7. Early identification of college potential.
8. Status of women teachers in public and private schools.
9. Loans and scholarships available to high schools graduates, and to mature women.
10. Education for mature women through high school districts and through manpower retraining programs.
11. Guidance and counseling for girls at elementary, secondary, and college levels.
12. Guidance and counseling through other agencies, such as, YWCA, VA, church groups.
13. Training programs for counselors at various levels.

The committee submitted the following recommendations:

1. Revision of the eligibility regarding "head of the family" for training of adults in MDTA programs.
2. Exploration of possibilities of part-time work for women.
3. Encouragement of mature women to attend schools for training; scheduling of daytime and evening classes on a basis satisfactory to the trainees.
4. Appeal to colleges and other agencies to make loans and scholarships available to mature women.
5. Better communication about opportunities for training now available.

Dr. Blanche H. Dow,
Chairman, Missouri Governor's Commission
on the Status of Women

MISSOURI GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN

COMMITTEE ON WOMEN AND EDUCATION

Mrs. Buena Stolberg, Chairman
402 Bradford Street
Webster Groves, Mo.

Dean Mary Lichliter
Lindenwood College
St. Charles, Mo.

Mrs. Mabel Swindel
Doniphan, Mo.

Mrs. John R. Schroder,
Cochairman
3131 Muir Street
Hannibal, Mo.

Mrs. James A. Scott
2709 Locust Street
St. Louis, Mo.

Dr. Blanche H. Dow
Cottey College
Nevada, Mo.

Wisconsin

The President's Commission on the Status of Women referred to the outmoded assumptions on which our counseling is too often based. The Wisconsin Commission is concerned with elaborating what these outmoded assumptions are and with replacing them with assumptions that reflect the facts of life in 1965. Our commission interprets counseling broadly and includes in its considerations advisory and consultive activity in many areas, not just in traditional settings or in occupations with specifically defined training patterns.

We further believe that new assumptions cannot be useful in the counseling of girls alone. As we get new messages, aspirations, and evaluations across to girls, we must at the same time change the assumptions on which we deal with others: with mature women, with educators, employers (public and private), husbands and sons, parents, with union officials and members. Girls do not live in a world apart; it would be unrealistic and ineffective to counsel and advise them along lines which were not being transmitted at the same time to the rest of our society.

There are, we believe, severe limitations on counseling. Enlightened guidance is no panacea for problems and no "open sesame" to the good life. Social changes themselves need to be made, and because counselors are in a unique position to see the social needs and to observe the results of social ills, disorganization, and outmoded practices, they have a special responsibility to advocate and promote necessary change. The goal which all of us here share in common is the promotion of the best use of our human resources, the fullest development of the potential of every individual—not within the framework of life as we now know and live it, but within the framework of that which is possible. The counselor who sees the need for change and concludes that this is not *his* department, falls short in the development of his own potential and in the fulfillment of his own responsibility.

To do a proper job of counseling girls in the 1960's, counselors themselves must understand and be convinced of the validity of the assumptions which underlie the whole national movement of the status of women. We are far less concerned with the learning of new or different techniques of counseling than with the adoption of new attitudes consistent with the facts of our times. Equality requires that women and men alike be prepared and willing to take on equal responsibility for the major decisions of our time. Traditional definitions of what is or is not appropriate for women and men to do are changing rapidly. Counselors can help in the reassessment of these definitions.

Some of the most urgent ideas which should be incorporated into the outlook of counselors follow. While some of these have greater application at the junior and senior high school levels than at the post-high school stage, together they comprise a total view of women in American society now.

1. Girls should be encouraged from their early years to aspire high, to pursue the subjects and fields they enjoy and are good at, to branch out beyond the handful of vocations for which most women prepare. Far more than men, women tend to undervalue themselves, settle for "below grade level" performance, and fail to approach their potential. Many girls think "any old major" is sufficient, with no focus on vocation.

2. The necessity for education beyond high school must be emphasized. We know that females have a higher high school completion record than males and have more than their proportionate share of high school honors. But the educational fallout of bright girls after high school is alarmingly high and must be reversed. The farther we proceed up the educational ladder, the farther behind girls fall until scarcely 10 percent of the Ph. D's are earned by women. Girls (and their parents who pay the bills) must become more willing to make the investments of years and of their attention to increased education. A frequent question from girls regarding a possible course of preparation is, "How long will it take?" (Margaret Mead tells us they even ask the same question of fields their prospective husbands are contemplating.)

3. Marriage should not be viewed as a terminal point in a girl's education or as *the* goal of education. While both our formal education and our counseling must do a better and more complete job for both girls and boys of preparation for marriage, parenthood, and family living, girls must be made aware of the probability of their employment and the growing need for higher education.

4. The concept of continuing education—learning as a lifelong process—must be instilled early, especially since girls have discontinuities in their education and vocational life. They must be encouraged to minimize those discontinuities, to combine marriage and professions, to find ways to stay current with their fields during periods of absence, to integrate their community and nonpaid activities into this continuous preparation and sense of purpose, and to develop the flexibility and imagination which will enable them to pick up the pieces and return to their field as required or as feasible.

5. Girls still need to be convinced that it is perfectly all right to let their brains show. They can remain feminine and be considered desirable females while they conduct themselves with intelligence, dignity, and responsibility. This has particular application to counseling women toward consideration of public office, "men's" jobs, supervisory capacities, and other decisionmaking roles. Women need not imitate men in order to function satisfactorily in these capacities. They do need to be competent and to have qualities as positive human beings.

6. Girls should stop looking on themselves as second-class citizens, destined forever to fill the secondary, service capacities. This is as true for choice of professions (doctor-nurse, lawyer-secretary) as it is for level of attainment and salary level on the job. Women are as guilty as the men who are often blamed for expecting and accepting the many inequalities, in looking on this as the natural order of things, and they need encouragement in seeking promotions and insisting on payment commensurate with the work.

7. In a jobseeking situation, employment counselors are still sometimes guilty of telling girls and women, "Either fit in or stay out." For the State of Wisconsin, for example, this means either be at work at 7:45 a.m. or look for a different employer. Children's schoolday and parents' workday might be brought closer together. All adjusting shouldn't have to be on the part of the employed mother.

8. Mature women often need help in evaluating the totality of their life experience, pulling together similar experience, and giving it a label and salable package. This requires imagination, sometimes selling to the employer, and considerable flexibility in shaving a little from both the square peg and the round hole. Mature women and those who counsel them need also to know resources in the community.

Time doesn't permit enumeration of the many specific social changes which all this suggests and in which counselors, along with other informed and concerned citizens, can be helpful. Such changes form the bulk of the recommendations of our Governor's Commission on the Status of Women and include such needs as child care, new and expanded home services, fuller employment opportunities—both public and private, professional and nonprofessional—tax equalization, expansion and raising of minimum wage, enforcement of the policy of equal pay for equal work, social security benefits, and residence requirements. The question as we put it is not, "Can girls and women combine their many roles satisfactorily in the 1960's?" but, "Under what conditions can these many things be juggled most satisfactorily?"

DR. KATHRYN F. CLARENBACH,
Chairman, Wisconsin Governor's Commission
on the Status of Women

WISCONSIN GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN

COMMITTEE ON EDUCATION AND COUNSELING

Mrs. Mabel Mannix McElligott, Chairman
Assistant to the Chancellor
Marquette University
Milwaukee, Wis.

Mr. Jack Barbash
Professor of Economics
University of Wisconsin
Madison, Wis.

Mrs. Wilbur Halyard, Past President
Wisconsin Conference of the National Association for the Advancement of Colored People
4326 North 37th Street
Milwaukee, Wis.

Miss LaVerne Hermann, Second Vice Chairman
Wisconsin Federation of Business and Professional Women
1007 North Cass Street
Milwaukee, Wis.

Miss Dorothy Miniace, Coordinator
Women's Education
University of Wisconsin
Milwaukee, Wis.

Dr. Robert Schacht, Director
Facilities and Services
Extension Division
University of Wisconsin
Madison, Wis.

Mrs. Sarah Scott, Vice President
Wisconsin Federation of Teachers
Milwaukee, Wis.

Mrs. Marlea Stefanski, Former Recording Secretary
Local 438, United Automobile Workers
A-C Spark Plug Co.
3421 West Clybourn
Milwaukee, Wis.

FINAL SESSION

Dr. Weary introduced Mrs. Mary Dublin Keyserling who had the task of summarizing the highlights extracted from the plenary sessions and group workshops during the 2-day conference.

Highlights of the Conference

Mary Dublin Keyserling*

We are most grateful to all of you whose commitment to helping young people relate more effectively to the life of their times is evidenced by your presence at this conference. We live in a period of revolutionary change affecting the lives of all of us, but the lives of girls and women have been changing more rapidly than men's. The jobs which men pursue may change but their responsibility and commitment has not changed as much as that of women. Society is in the process of reshaping the roles of both men and women. We are undergoing a period of redesign and recommitment in which we are examining all our educational practices and their effectiveness.

Such a situation challenges our educational institutions and assigns to them special responsibilities. Counselor-education programs need to educate counselors to be a link between school and society and interpret the changing world to young people, parents, teachers, and administrators. To do this, counselors must improve their channels of information. The discussions in workshops have emphasized this need.

Women have a new, unique gift of time and energy. Some of you have felt we were pushing women into work. The fact is that the push is already there. The task is to help young people look realistically at the world they face and make choices. The difficult problem for women is when to make this choice. The problem of the time of reentry into the labor force is a matter for the individual family to decide.

Civics books emphasize that boys have a responsibility to society, but don't emphasize girls' responsibility. The women who devotes herself to a round of activities which have no meaning to her is often

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*Summary of remarks.

unhappy and frustrated. Counselors do not intervene in choices but is it intervention to help girls face reality? All education is intervention. This shouldn't frighten us. Counselors have always accepted the responsibility for helping young people examine alternatives available for realistic decisionmaking. The life patterns of girls will be different from those of boys, and girls need help in planning for this.

Since the majority of girls will marry, programs intended to help girls in self-understanding must include boys. The counselor needs to use the resources of the teachers in his system more extensively and effectively. There needs to be greater communication between parents and counselors. The counselor needs to be involved in curriculum planning to promote changes that will result in less differentiation on the basis of sex and to communicate that a job is not a man's job or a woman's job but only work to be done. The counselor must be out in the community and must bring the resources of the community into the school by bringing in speakers who are successful career women, and providing assemblies and group meetings.

We have been saying that the counselor educator must be a paragon. The job of the counselor has never been so challenging, interesting, or important. We have to communicate our faith in our world to youth, to challenge them and enable them to understand what they can do. There is a need for great expansion in counselor services at all levels. All who work with youth have a basic job of interpreting the world of work. As we improve the work we do, we see its potential and limitations. Nothing we do is a cure-all. It is a part of the myriad efforts underway which make this the most exciting time in which to live and communicate our faith to the world.

Concluding Remarks and Acknowledgments

Dr. Bettina Weary

Good things invariably bear repeating. The Chairman, consequently, wishes to state again the appreciation and gratitude of the Planning Committee to the Office of Manpower, Automation and Training of the U.S. Department of Labor for the generous grant that brought our consultation into being.

The members of the Planning Committee were: Miss Rose Terlin, Chief of the Employment Opportunities Branch in the Women's Bureau; Mrs. Mary N. Hilton, Deputy Director of the Women's Bureau; and your Chairman. Mention here, however, must be made of the contribution of Miss Beatrice McConnell, who (until January 1 of this year when she retired) was the Deputy Director of the Women's

Bureau, and without whose vast experience and ideational skills the Committee's work—in its early stages—would have been the poorer indeed. The ex-officio membership comprised Dr. Dolph Camp, Chief of the Occupational and Career Guidance Section of the Office of Education; Mrs. Mary Dublin Keyserling, Director of the Women's Bureau; and Dr. Frank L. Sievers, Director of the Guidance and Counseling Programs Branch of the Office of Education.

And the mention of Dr. Sievers' name suggests that he has asked me to say to you how much he regrets his inability to have been with us on the occasion of this very significant meeting. The subject of our deliberations is one in which he is very much interested. He had a prior commitment in Dallas for precisely the same days that we have been in Chicago.

Now, in the name of the Office of Education, your Chairman wishes sincerely to thank all of you for your attendance and participation in this conference: the State directors and staff members of the U.S. Employment Service, the directors of guidance services in the State departments of education, the school counselors, the counsel educators, the Governors' Commissions on the Status of Women, the representatives of the professional associations, the representatives of related national organizations, the regional representatives of the Women's Bureau, the representatives of other divisions and bureaus in the U.S. Department of Labor, and the representatives of Federal agencies other than the Office of Education and the Department of Labor. I trust no one has been forgotten.

IMPLICATIONS FOR THE FUTURE*

The success of any conference depends upon the extent to which its program has been meaningful to the participants and results in further study of the issues involved. The hope is that participants of this conference will see the need for conferences in their own area devoted to the problem of guidance of girls. Some, however, may question the necessity of conferences devoted solely to the career problems of girls. Aren't counselors committed, by the very nature of their work, to the uniqueness of each person they counsel? Don't they also need new approaches to counseling boys? Is there, in fact, a difference between counseling boys and girls?

It is true that we need to find new and more effective means of counseling both boys and girls. We need to understand the changing role of both men and women and that that changing role cannot be viewed in isolation by either sex. We are aware that both boys and girls make choices that are colored by their perception of their expectation of each other. We are aware that changes in society are necessary to encourage better use of all talent. Our practices in education have not always kept pace with the changes in career planning that must parallel the changes of a rapidly expanding technology. This is true for both boys and girls.

However, the pattern of women's lives is changing more rapidly than men's. The attitudes delimiting their choices are more pervasive, are more strongly entrenched in stereotypes of suitable work roles defined by sex, and their career choices are often affected by our failure to recognize that helping girls make choices for their future involves helping them explore all their responsibilities. The life pattern of men is a single one involving a continuous developmental career pattern integrated with marriage. The developmental career pattern of women may take one of a variety of different forms. Consequently, there is no one life pattern for women. This one fact alone would make guidance for girls different from that of boys. In addition, attitudes toward women and their role are partial determinants of the decisions girls make about their future. All those involved in working with girls have a responsibility for exposing them to all of the possibilities available to them and for helping them make choices that are not restricted either by social climate or a distorted perception of it.

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*This summary of the conference findings was prepared by Dr. Gladys Murphy, based on voluminous notes and the tape recordings of the conference.

The effective use of womanpower is a multidimensional problem involving not only those in the educational and social services, but all those who influence the career choices of girls. Yet all those who influence the decisions of girls are themselves products of the paradoxical attitudes of society.

We are firmly committed to the democratic concept of freedom of choice and equal opportunity for all but we often ignore the fact that the variables affecting choice are different for boys and girls.

We acknowledge society's need for all talents and are aware that the number of highly talented individuals is small, but we make it difficult for talented women to participate in the labor force at a level commensurate with their skill by our failure to consider possible adaptations of the working structure to the adult woman.

We recognize that the life pattern of women may take one of several forms: Full-time homemaker, the integration of career and marriage, the discontinuous pattern either in the same career or a different one, and sole commitment to a career. Yet we often discuss careers with girls in the framework of the uninterrupted career developmental pattern of men.

We are aware of discriminatory practices towards girls in college admissions and the labor force and the discriminatory practices are usually reflective of the attitudes of a culture but we have not used all the resources available to effect whatever cultural changes are necessary to influence attitudes.

We consider that men find their identity and fulfillment of self through an integration of parenthood and a career but we assume that women do not have the same need for integration.

We expect men to make maximum use of their talents and we exert pressures of many kinds to motivate them to accept their obligation to society, but we also exert subtle pressures to motivate girls to belittle comparable talents.

The examination of paradoxes requires an examination of the dualism of the problem. The first facet is concerned with finding answers to those questions which are implicit in societal needs.

1. How can the needs of our society be translated into personal aspirations for young women?
2. How can we best help a high school girl absorbed in the present and in immediate goals examine what she will need for the future and for long-range goals?
3. What are the most effective ways in which information we now have can be disseminated in meaningful ways not only to girls but to all those who influence girls' choices?

4. What additional research is necessary to supplement our present knowledge and to formulate theoretical bases from which our practices may emerge?

Defining the task to be accomplished is only the first facet of the problem. The second is concerned with all the dimensions that affect the accomplishment of the task.

Erich Fromm has said that in order that society may function well its members must acquire the kind of character that makes them act the way they have to act.[1] In what ways is society erecting barriers preventing girls from considering that the use of their talents is necessary and that they may spend a large portion of their lives in the labor force? How do women perceive the way they have to act if they are to avoid being labeled unsuccessful as women?

The mass media present one image of this. Radio, television, popular men's and women's magazines, and advertising media present a stereotype. The successful woman is attractive, personable, eternally young, highly skilled in social relationships; is readily approachable by all those who need help; listens intelligently; and knows how to manage a home efficiently and economically. She is passive, complements rather than competes, is ruled by her emotions (except in times of crisis) rather than her intellect, and finds her personal identity only through the successes of her family. If she is above average in ability, she must be careful to conceal this. To reveal it would be to jeopardize her chances for marriage. (On a recent questionnaire at Ohio University administered to 200 freshmen and 200 senior women, 55 percent of the respondents reported believing that 30 percent or more of women college graduates never marry.[2])

The result is a generic image of women often significantly different from what women do and are, and often significantly lacking in the womanly qualities both men and women value. Adolescent girls who are particularly suggestible to group mores and expectations are asked to resolve a conglomeration of contradictions.

They are expected to be motivated to make career choices that will reflect an awarencess of the possibility that they will be participant in the labor force at a time when their primary concern is with marriage. Counselors are only too well aware of how little impact information on the future has to the adolescent girl who refuses to plan for anything other than marriage. To expect her to consider the use of her potentialities in the community as a means of progression toward self-actualization is to present her with a concept of selfhood that is completely alien to a projected image which glorifies physical attributes and to her own image of her future role as wife and mother.

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[1] Erich Fromm, "Individual and Social Origins of Neurosis," *American Sociological Review*, Vol. IX, 1944.

[2] Imogene A. Nielsen, "What College Girls Know About Women," Doctoral Thesis, Ohio State University, 1965.

To expect mass media to take responsibility for a changing image is to fail to recognize that they must of necessity cater to advertisers anxious to sell products. These advertisers, therefore, subsidize media geared to a level of sophistication which tends to lower the aspirational level of adolescent girls, glorify the physical, and present only one image of the successful woman.

The mass media can do much, however, to present a more flexible image of successful women. Radio and television can provide documentaries, unique films, information on courses for women, and open phone programs. Newspapers and magazines can feature articles and advertisements which define success for women in a variety of ways.

The problem of motivation is, of course, not one that can be completely resolved by mass media. Those who counsel girls are only too well aware of how little impact information-giving or prediction of future life patterns has on the process of decisionmaking of adolescent girls concerned with the immediate and, as they perceive it, terminal goal of marriage.

In examining motivation, the attitudes women have regarding work and competition cannot be ignored. Girls often are not inculcated with the work attitudes necessary for progressing into positions of authority. Many young women unfortunately are unwilling to spend time improving their abilities, studying and disciplining themselves to accept evaluation as necessary and desirable in the labor force. Neither legislation nor a change in societal attitudes will be successful unless the educative process for women takes the lead in helping girls recognize and prepare realistically for their responsibilities in and outside the home.

To do this, educators need to have more readily available the research that has already been completed. There is evidence of differentiation in the learning process between boys and girls, and the different ways in which boys and girls perceive curriculum, teachers, and themselves.

There are survey studies of girls' plans for the future, studies on sex-role training, the effects of the working mother on the family, and studies which seem to indicate differentiation between the work interests and work values of boys and girls as well as differences among girls in terms of intelligence and socioeconomic class. Administrators, teachers, counselors, and other personnel working with young people need a compilation of this research if they are to make the necessary changes in school and community programs.

Our present research needs to be supplemented by additional studies on the influence of a rapidly accelerating technology on the mother-daughter, father-daughter, and husband-wife relationships; the influence of mass media; adolescent girls' perception of the counselor; longitudinal career studies of successful women; psychosocial sex differences. Our present studies of the career patterns of girls need to be extended as well as our research on genetic and conditioned-trait differences between men and women.

Counseling girls in the 1960's requires new approaches. It may require reexamination of our concepts of readiness and a consideration of the time at which vocational choice has most meaning to girls. Counselors may need to take the initiative in pressing for earlier and different kinds of educative experiences for boys and girls that will result in a freedom of choice unbiased by stereotypes. They may need to initiate and experiment with new techniques and methods and pool their resources. They may need to enlist the cooperation of other business and professional groups. The scope of the problem, however, mandates an active involvement not only of counselors but of all those whose influence affects the decisions of young people.

At local, State, and national levels, professional organizations should be encouraged to hold conferences on the counseling of girls similar to this one, and to serve as central clearing houses for the dissemination of research.

The challenge of helping individuals relate more effectively to their time can be met only by the concerted effort of all those committed to helping young people fulfill their potential.

President Johnson declared:

> "Providence has distributed brains and skills pretty evenly over our people. To conclude that women are unfitted to the risks of our historic society seems to me the equivalent of closing male eyes to female facts. We need skill and intelligence and capacity for leadership. We need dedication and application and we need them wherever we find them. If we neglect these talents, our society is the first loser. But, equally, the women whose gifts are suppressed and passed over are losers, too . . . my whole aim in promoting women and picking out more women to serve in this Administration is to underline our profound belief that we can waste no talent, we can frustrate no creative power, we can neglect no skill in our search for an open and just and challenging society. There is no place for discrimination of any kind in American life. There must be places for citizens who can think and create and act."

GUIDELINES FOR REGIONAL CONFERENCES

The success of a conference depends not on its culmination but on the extent to which its recommendations and findings are implemented.

For those who may want to have local conferences focused on the problem of counseling girls, it may be helpful to have a summary of the manner in which this one evolved.

The Planning Committee should include both men and women who have an interest in and a responsibility for the problem of counseling girls and are familiar with resource personnel and geographical facilities in their area. If the conference is to be an invitational one, the selection of participants requires that there be representation from all the agencies that work with adolescent girls.

In a conference such as this one, which focuses on a topic in which the values and attitudes of its participants may be involved, a structured workshop seems the best approach to securing active participation focused on the specific topic. For the Planning Committee this requires careful attention to detail. The preplanning for this conference involved:

1. Selection of a site for the conference which would be central to the majority of participants.
2. Selection of a chairman for the conference.
3. Appointment of a local conference coordinator who would take care of physical arrangements for meeting rooms, tape recorders, details of housing, and registration.
4. Determination of a structure which would involve the presentation of two major addresses and provision for discussion in small groups.
5. Selection of the foci of the major addresses and the speakers qualified for each. The committee decided that one speech should center on the present status of women and another on the implications of this for the guidance of girls. A third session presented a summary of the efforts now being made to improve the social climate in individual States.
6. Delineation of those issues which would be discussed in all workshops.
7. Selection of chairmen for the workshop meetings.

8. Contacts with all those selected for key roles, outlining the particular duties for which they would be responsible.

9. Preparation of materials for distribution to chairmen and participants.

10. Procurement of a list of records appointed by chairmen.

11. Preparation of a written report.

12. Provision for coverage by newspaper, radio, and television.

APPENDIXES

Appendix A

CONFERENCE PROGRAM

February 26

A.M.
9:00 Registration

9:30 Opening Session

Chairman—Dr. Bettina Weary, Specialist, Occupational and Career Guidance Section, Office of Education, U.S. Department of Health, Education, and Welfare

Welcome: Dr. Dolph Camp, Chief, Occupational and Career Guidance Section, Office of Education, U.S. Department of Health, Education, and Welfare

Address: "Facing the Facts About Women's Lives Today," Mrs. Mary Dublin Keyserling, Director, Women's Bureau, U.S. Department of Labor

10:45 Break

11:00 Address: "Counseling Today's Girls for Tomorrow's Womanhood," Dr. Esther M. Westervelt, Teachers College, Columbia University

11:50 Discussion

P.M.
12:30 Lunch

1:30 Chairman—Dr. Bettina Weary

Discussion

2:30 Outline of Workshop Group Procedures

2:45 Workshop Sessions

4:00 Break

4:15 Workshop Sessions

6:00 Break

7:00 Dinner

Chairman—Mrs. Mary N. Hilton, Deputy Director, Women's Bureau, U.S. Department of Labor

Theme: "The Concern of the Governors' Commission on the Status of Women for the Development of Education and Counseling," The Honorable Esther Saperstein, Illinois; Dr. Eunice C. Roberts, Indiana; Dr. Kathryn F. Clarenbach, Wisconsin

February 27

A.M.
9:00 Chairman—Dr. Bettina Weary

Reports from the Workshops

11:15 Discussion of Reports

11:45 "Conference Highlights," Mrs. Mary Dublin Keyserling

12:30 Adjournment and Luncheon

Appendix B

QUESTIONS FOR WORKSHOP GROUPS

1. Parental expectations influence the educational/vocational decisions, career development, and life planning of girls in ways which may circumscribe girls' preferences and decisions. What such instances of parental influence working have you observed? What might the guidance counselor do to help parents recognize the limitations that their expectations may place on their daughters' opportunities for full adult developments?

   NOTE:—Social class, socioeconomic level, ethnic group membership, and the mass media help determine parental expectations for their daughters. All of these factors must be taken into account in identifying the kinds of expectations and in planning ways in which to modify such expectations.

2. Curriculum offerings and the extent to which these are differentially made available to boys and girls create sex differences in educational/vocational development and decisions. Can you identify, in school systems familiar to you, sex differences in curriculum offerings or patterns of recruitment to various courses and programs which tend to increase sex differences in educational/vocational patterns? How do you think these might be modified to broaden the area of educational/vocational choice of girls?

3. The expectations of teachers may influence and constrict the educational/vocational preferences, plans, and decisions of girls, even when teachers themselves may not be consciously attempting to exert such influence. In what specifics have you observed this process taking place? Through what means do you think teachers could be helped to modify those expectations which tend to constrict girls' educational/vocational preferences, plans, and decisions?

   NOTE:—Social class, socioeconomic level, ethnic group membership, and academic proficiency of the student are factors which, combined with sex, tend to influence teachers' expectations.

These should be taken into consideration in developing your answers.

4. Some research indicates that girls limit their educational/vocational aspirations to accord with what they believe to be the attitude of boys toward the feminine role, although there may be significant differences among girls in this respect by social class and socioeconomic level. What specific observations of your own suggest that this may be the case? What specific programs might be developed within guidance services in schools to help girls—and boys as well—communicate more freely and thoughtfully on the subject of feminine responsibilities and contributions to adulthood?

5. Although women's responsibilities have changed and will continue to change in pattern, content, and scope, women will continue to perform and fulfill the nurturing functions, and in most cases, assume primary responsibility for managing the home. In what ways, specifically, can counselors—both in schools and in the employment service—help girls to plan for the integration of their domestic responsibilities into the total pattern of their responsibilities and help boys to understand the wisdom of so doing?

6. Unquestionably the major proportion of women now in the labor force need, for themselves and their families, the money which they earn. In your opinion, what proportion of the girls now in your school system will have to earn money for a good proportion (at least half) of their adult lives, if their families are to have what Americans call a satisfactory standard of living? Do you believe that most of these girls are aware of this fact and are making educational/vocational decisions which indicate that they are planning realistically for it? If not, what are some specific means by which you believe counselors could help such girls to be more aware of and better plan for future employment, especially after marriage?

7. The vast majority of women in the labor force are concentrated in a few traditional "women's" occupations. At the same time there is a shortage of workers in many of the less traditional occupations for women. What are some occupations at all levels of the occupational hierarchy which are not now usually entered by women but are possible for qualified women? Why are women not now entering these occupations? What are the specific ways in which counselors can make known to girls the possibilities and requirements for employment in these fields?

8. The attitudes of counselors toward the feminine role, and their assumptions about it, obviously, will influence the life plans and career development of girls. Can you report specific instances in which such attitudes and assumptions on the part of counselors have operated to bring the educational/vocational aspirations or choices of girls in line with their capacities? By what means do you think attitudes and assumptions of the counselors, which operate upon girls negatively, could be modified?

Appendix C

CONFERENCE PARTICIPANTS

ARKANSAS

Glenn A. Cole
University of Arkansas
49 Garvin Avenue
Fayetteville, Ark.

Vivian Dutton
Watson's Chapel High School
Route 1
Pine Buff, Ark.

John C. Ford
501 West Arch
Searcy, Ark.

Margie Homard
Lakeside High School
Route 2
Hot Springs, Ark.

Meredith Landers
North Little Rock High School
North Little Rock, Ark.

Vance Martin
307 West Markham Street
Little Rock, Ark.

John McGowan
P.O. Box 909
Hot Springs, Ark.

Sarah J. Patterson
307 West Markham Street
Little Rock, Ark.

Mignon Petty
Pine Bluff High School
Pine Bluff, Ark.

Dorothy Rice
Henderson State Teachers College
825 Faculty Place
Arkadelphia, Ark.

Lillian Sloan
Forest Heights Junior High
Evergreen and Fillmore Streets
Little Rock, Ark.

Lillian Woods
9 East Trenton
Fayetteville, Ark.

ILLINOIS

Rosemary Dustman
909 South Vale Street
Bloomington, Ill.

Ruth Gamson
300 North State Street
Chicago, Ill.

Nell Hanneman
9221 South Central Park
Evergreen Park, Ill.

Nance C. Hooper
Melvin-Sibley Schools
Melvin, Ill.

Chris D. Kehas
Graduate School of Education
University of Chicago
Chicago, Ill.

Alice R. Marcus
1606 Hyde Park Boulevard
Chicago, Ill.

Marth Jo Mathews
Richwoods High School
Peoria Heights, Ill.

Carroll H. Miller
Department of Education
Northern Illinois University
DeKalb, Ill.

Irma T. Morgenthau
5542 Dorchester
Chicago, Ill.

Elmira B. O'Neal
205 South New Street
Champaign, Ill.

C. H. Patterson
University of Illinois
603 West Main Street
Urbana, Ill.

Blanche B. Paulson
Bureau of Pupil Personnel
Services
Chicago Public Schools
228 North LaSalle Street
Chicago, Ill.

Esther Saperstein
Illinois Commission on the
Status of Women
Springfield, Ill.

L. J. Sherry
926 Cumberland
Park Ridge, Ill.

Alta Stopford
Warren Township High School
Gurnee, Ill.

W. Dean Taylor
Alton Community Unit No. 11
Alton, Ill.

Glenn E. Waterloo
623 Witherspoon Drive
Springfield, Ill.

W. David Whiteside
926 North Dunton
Arlington Heights, Ill.

Harriet Wolf
Women's and Children's Employment
Division
Illinois Department of Labor
160 North LaSalle
Chicago, Ill.

Robert H. Zeller
Department of Guidance Services
State of Illinois
Springfield, Ill.

INDIANA

Nancy W. Friedersdorf
3325 East Dudley Street
Indianapolis, Ind.

Camille R. Gibson
732 Adams Street
Gary, Ind.

Eunice C. Roberts
Indiana University
Kirkwood Hall 101
Bloomington, Ind.

James R. VanVorst
212 Kenmore Drive
Evansville, Ind.

KENTUCKY

Edith Bradley
Division of Employment Service
Department of Economic Security
300 South Upper Street
Lexington, Ky.

Georgia C. Campbell
507 South Bend Drive
Lexington, Ky.

William Carse
College of Education
University of Kentucky
Lexington, Ky.

Mildred P. Chipps
Caldwell County High School
Princeton, Ky.

Evelyn Gullett
330 East Chestnut Street
Louisville, Ky.

Ruby Gunn
Division of Guidance Services
Adairville, Ky.

Mary Alta Hood
614 Reed Drive
Frankfort, Ky.

Imogene Martin
Coles Junior High School
3900 Ferguson Drive
Ashland, Ky.

James E. McKee
Western Kentucky State College
Bowling Green, Ky.

Frances Ann Powell
214 College Street
Winchester, Ky.

Frances Shepherd
Tyner High School
Tyner, Ky.

Victor B. Shoemaker
832 East Main Street
Frankford, Ky.

Lily Stephens
Lafayette High School
238 Tahoma Road
Lexington, Ky.

Georgia Sublett
1211 Herrington Avenue
Bowling Green, Ky.

MICHIGAN

William Arshack
844 Delaware Street
Detroit, Mich.

Earl Borlace
Department of Public Instruction
748 Touraine
East Lansing, Mich.

E. A. Cocoves
1102 East Fourth Street
Royal Oak, Mich.

Mary E. Cowles
Big Rapids Public School
550 North Warren
Big Rapids, Mich.

Eugene Kinney
506 Monroe
Traverse City, Mich.

Haldon Robinson
Leland Public Schools
Leland, Mich.

Eugene Rothi
Grand Haven Public Schools
507 South Seventh Street
Grand Haven, Mich.

John T. Simmons
Michigan Employment Service
710 West Euclid
Detroit, Mich.

Joseph R. Sullivan
Marquette Senior High School
Marquette, Mich.

Henry G. Wilmers
426 West Drayton
Ferndale, Mich.

MISSOURI

Abigale J. Basile
Missouri Division of Employment Security
1411 Walnut Street
Kansas City, Mo.

Dr. Jane B. Berry
University of Missouri
5100 Rockhill Road
Kansas City, Mo.

Beverly Black
Glendale High School
2727 Ingram Mill Road
Springfield, Mo.

Thomas R. Garrett
300 North Howard Avenue
Lee's Summit, Mo.

Fred R. Graham
1326 Major Drive
Jefferson City, Mo.

Norman C. Gysbers
University of Missouri
Columbia, Mo.

Joyce Lake
Parkway South Junior High School
Highway 141
Manchester, Mo.

Grace G. Miller
Central High School
205 Caruthers
Cape Girardeau, Mo.

Tom Mock
State Department of Education
Jefferson City, Mo.

Thomas W. Penn
School District of Ladue
1201 South Warson Road
St. Louis, Mo.

Ruby Roberts
922 East Seventh Street
Rolla, Mo.

Arthur E. Smith
St. Louis University
221 North Grand Boulevard
St. Louis, Mo.

George L. Stewart
Route 4
Joplin, Mo.

Ruth F. Thomson
Placement Office, Guidance Department
Board of Education Building
1211 McGee Street
Kansas City, Mo.

Bill R. VanZandt
State Department of Education
Jefferson City, Mo.

WISCONSIN

Charlotte Buckbee
Shawano Public Schools
204–210 Franklin
Shawano, Wis.

Dr. Kathryn F. Clarenbach
Governor's Commission on the Status of Women
831 State Street
Madison, Wis.

William J. Erpenbach
Middleton Union High School
7400 North Avenue
Middleton, Wis.

Gail F. Farwell
University of Wisconsin
200 Burdner Drive
Madison, Wis.

Max J. Hays
Wisconsin State Employment Service
919 Shorewood Boulevard
Madison, Wis.

Thomas H. Hooker
419½ North Lincoln Avenue
Beaver Dam, Wis.

John A. Jarvis
1414 Wilson Avenue
Menomonie, Wis.

Mary E. Kropf
West Division High School
2300 West Highland Avenue
Milwaukee, Wis.

Ralph O. Mitby
401 South Randall Avenue
Janesville, Wis.

William G. Prochnow
Box 153
Camp Lane, Wis.

Robert Rossmiller
Merrill High School
Polk Street
Merrill, Wis.

Richard R. Roth
Department of Public Instruction
State Capitol, Room 147 North
Madison, Wis.

Margaret H. Schmidley
South High School
3128 South 12th Street
Sheboygan, Wis.

Stan Schuerman
634 South Gibson Street
Medford, Wis.

Joan E. Smith
2545 North Maryland
Milwaukee, Wis.

R. Wray Strowig
University of Wisconsin
25–D University Houses
Madison, Wis.

John Zeug
Maple Public Schools
Maple, Wis.

FEDERAL REPRESENTATION

Dr. Dolph Camp, Chief
Occupational and Career Guidance Section
Office of Education
U.S. Department of Health, Education, and Welfare
Washington, D.C.

Miss Marguerite Gilmore
Regional Director, Women's Bureau
U.S. Department of Labor
Chicago, Ill.

Mrs. Marie C. Hansom
Conference Secretary
Women's Bureau, U.S. Department of Labor
Washington, D.C.

Mrs. Mary N. Hilton
Deputy Director, Women's Bureau
U.S. Department of Labor
Washington, D.C.

Mrs. Janice Hedges
Employment Opportunities Branch
Women's Bureau, U.S. Department of Labor
Washington, D.C.

Mrs. Mary Dublin Keyserling
Director, Women's Bureau
U.S. Department of Labor
Washington, D.C.

Mr. Norman E. McGough, Chief
Branch of Counseling and Testing Services
Bureau of Employment Security
U.S. Department of Labor
Washington, D.C.

Miss Dianne McKaig
Regional Director, Women's Bureau
U.S. Department of Labor
Atlanta, Ga.

Mrs. Mary Resh
Special Assistant to the Director
Office of Manpower, Automation and Training
U.S. Department of Labor
Washington, D.C.

Miss Bella Schwartz
Labor Economist
Division of Manpower Requirements and Resources
Office of Manpower, Automation and Training
U.S. Department of Labor
Washington, D.C.

Mr. Sol Swerdloff, Chief
Division of Manpower and Occupational Outlook
Bureau of Labor Statistics
U.S. Department of Labor
Washington, D.C.

Miss Rhobia Taylor
Regional Director, Women's Bureau
U.S. Department of Labor
Dallas, Tex.

Miss Rose Terlin, Chief
Employment Opportunities Branch
Women's Bureau
U.S. Department of Labor
Washington, D.C.

Dr. Bettina Weary
Specialist, Career Development
Office of Education
U.S. Department of Health, Education, and Welfare
Washington, D.C.

REPRESENTATIVES OF NATIONAL ORGANIZATIONS

American Personnel and Guidance Association

Mrs. Mildred G. Fox
College Consultant
Evanston Township High School
1600 Dodge Avenue
Evanston, Ill.

4-H and Youth Development

Miss Fern S. Kelley, Assistant Director
4-H and Youth Development
Federal Extension Service
U.S. Department of Agriculture
Washington, D.C.

General Federation of Women's Clubs

Mrs. George V. Malmgren
Member, Board of Directors
10323 South Bell Avenue
Chicago, Ill.

Girl Scouts of the USA

Mrs. Alice S. Rivoire
Assistant Director
Program Department
830 Third Avenue
New York 22, N.Y.

National Congress PTA's

Mrs. Ellen Dell Bieler
Field Service Staff
700 North Rush Street
Chicago, Ill.

YWCA

Miss Vivian Grove, National Consultant, Teenage Program
National Board
600 Lexington Avenue
New York, N.Y.

Workshop	Chairman	Recorder
Arkansas	**Lillian Wood**	**Meredith Landers**
Illinois	**Glenn Waterloo**	**Alta Stopford**
Kentucky	**Ruby Gunn**	**Lily Stephens**
Michigan	**Earl Borlace**	**Joseph R. Sullivan**
Missouri	**William Van Zandt**	**Joyce Lake**
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Coordinator of the Conference Workshops: Robert H. Zeller

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